



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF INSPECTOR GENERAL

IT Audits and Computer Crime Investigations

FINAL MANAGEMENT INFORMATION REPORT

DATE: 01/25/2010

TO: Daniel T. Madzelan
Delegated the Authority to Perform the Functions and Duties of the
Assistant Secretary for the Office of Postsecondary Education

William J. Taggart
Chief Operating Officer
Federal Student Aid

FROM: Charles E. Coe, Jr. /s/
Assistant Inspector General
Information Technology Audits and Computer Crime Investigations
Office of Inspector General

SUBJECT: Definition of a High School Diploma as a Condition for Receiving Federal Student Aid (X11K0001)

The purpose of this Final Management Information Report (MIR) is to provide the Office of Postsecondary Education (OPE) and the Office of Federal Student Aid (FSA) with information that you may find beneficial in improving the U.S. Department of Education (ED) regulations and guidelines for high school diplomas as a condition for receiving Federal student aid.

This report provides information regarding the Office of Inspector General (OIG) review of diplomas from on-line high schools as a condition for receiving student financial aid assistance authorized under Title IV of the Higher Education Act, as amended (HEA). OIG initiated this project in order to identify institutions that may be using on-line high school diploma mills to qualify students for Title IV aid.

To date, OIG has identified 13 Title IV institutions that appear to accept a significant number of students with diplomas from one or more potential on-line high school diploma mills.¹ Between January 1, 2005 and September 2008, these institutions disbursed an estimated \$42.8 million in Title IV funds to students with diplomas from on-line high schools.

On May 26, 2009, ED published a notice in the Federal Register announcing the establishment of negotiated rulemaking committees to assist in developing proposed regulations addressing the issue of maintaining and improving program integrity in Title IV programs. One of the topics to

¹ As discussed later in this report, the Higher Education Opportunity Act (HEOA), § 103(a)(1) (2008), has defined post-secondary diploma mills. For the purposes of this project, OIG used this definition and applied it to the secondary school level in order to identify potential high school diploma mills.

be included in the committee discussions is the definition of a high school diploma as a condition of receiving Federal student aid.

BACKGROUND

A student may be eligible to participate in the student financial aid programs authorized under Title IV of the HEA if the student possesses a high school diploma, a General Education Development (GED) certificate, or a certificate indicating the student has passed an approved Ability-to-Benefit (ATB) test or State-authorized exam.² These Title IV programs include the Federal Pell Grant, Federal Stafford Loan Program, Federal PLUS Program, William D. Ford Federal Direct Loan, Federal Perkins Loan, Federal Work-Study, Federal Supplemental Educational Opportunity Grant, Academic Competitiveness Grant, National Science and Mathematics Access to Retain Talent Grant, and the Leveraging Educational Assistance Partnership.

The HEA and current regulations do not require that the student's high school diploma must be issued from a State-recognized or accredited high school or meet the State requirements for graduation in order to receive Title IV aid.³ Although ED does not accredit secondary or post-secondary institutions, the Secretary of Education publishes and maintains a list of nationally recognized accrediting agencies that the Secretary determines to be reliable authorities for accrediting post-secondary institutions and programs for participation in Title IV programs.⁴ Some States may recognize certain accrediting agencies, but there are no specific Federal laws or regulations governing the recognition of primary and secondary accrediting agencies.

During the period of April 17-21, 2006, Institutional Reviewers from FSA's School Participation Team in Atlanta, Georgia, conducted a program review at Hope Career Institute (HCI), Fort Lauderdale, Florida. The program review examined HCI's administration of Title IV programs for the 2004-2005 and 2005-2006 award years. The final program review report, issued on May 19, 2006, detailed a number of problems uncovered during the on-site review. As a result of these findings, FSA required HCI to perform a full file review of all Title IV eligible students and identify students with invalid diplomas used as a basis of eligibility for Title IV aid. HCI identified 30 students that received Title IV aid based on a certificate from Cornerstone Christian Correspondence School (Cornerstone),⁵ an on-line high school located in Georgia. FSA determined that the State of Georgia did not recognize Cornerstone's certificate as a valid high school diploma. On January 15, 2008, HCI was ordered to return \$76,667 in Title IV funds for these 30 students (Attachment 1).

(b)(7)(D)

OIG received (b)(7)(D)

(b)(7)(D)

² 34 C.F.R. § 668.32(e) (2008), 34 C.F.R. § 668.141 (2008).

³ As discussed later in this memo, the Federal Student Aid Handbook for the 2009-2010 award year provides some guidance for Financial Aid Administrators in determining the validity of a high school diploma. However, there are no specific regulations regarding the definition of a high school diploma.

⁴ The requirements for recognition by the Secretary are found in 34 C.F.R. § 602, Subpart B (2008).

⁵ Cornerstone was also listed on the two lists that are discussed in the following paragraphs.

(b)(7)(D)



Recent investigative activities by OIG discovered that admissions representatives at several Title IV institutions were directing students who did not possess a high school diploma to take specific on-line high school diploma exams. Employees from the post-secondary school supplied students with answers to this exam, which enabled them to obtain a high school diploma and qualify for Title IV funds. During OIG's execution of a search warrant, we discovered a list of 22 on-line high schools in the office of a post-secondary school employee. Employees at this school allegedly used the list to direct students to on-line high schools that allowed students to obtain their high school diploma by taking an on-line high school exam.

In August 2009 the Government Accountability Office (GAO) released the report "Proprietary Schools: Stronger Department of Education Oversight Needed to Help Ensure Only Eligible Students Receive Federal Student Aid," which included recommendations on improving the definition of a high school diploma for purposes of receiving Title IV aid. While GAO's report is consistent with OIG's findings, the OIG's data analytics project and this memorandum were prepared independently of the GAO audit.

OBJECTIVE, SCOPE, AND METHODOLOGY

OIG initiated a data analytics project to identify post-secondary institutions that may be using on-line high school diploma mills to qualify students for Title IV aid. The objective was to determine if any post-secondary institutions accepted students with diplomas from any of the potential on-line high school diploma mills previously identified by (b)(7)(D) and OIG.

OIG identified five high schools that appeared on (b)(7)(D) and the list obtained during the OIG search warrant. Since these schools appeared on (b)(7)(D) and were identified as diploma mills by two separate sources, we decided to focus on these schools for the purposes of the data analytics project. We also included 11 schools that appeared on only the (b)(7)(D) but for which we were able to find additional indicators that the schools were operating as high school diploma mills either from the states in which they were located or from previous OIG work. In order to identify students from these high schools who received Title IV aid, OIG issued IG subpoenas to the 16 high schools. We also obtained information from the websites for each high school to determine the requirements and the cost to obtain a high school diploma from each school. Attachment 2 contains a table showing the requirements for obtaining a high school diploma from each on-line high school and offers a comparison with the high school graduation requirements for the state where the high school is located.

OIG obtained student records from 13 of the on-line high schools.⁶ We used this information to identify students who received disbursements of Title IV aid and identify the post-secondary institutions students attended. OIG identified at least 8,062 students who purchased a diploma from one of the 13 on-line high schools and received Title IV aid between January 2005 and September 2008. We identified 13 post-secondary institutions that accepted a significant number of students with on-line high school diplomas from one or more of the 13 on-line high schools. These institutions disbursed an estimated \$42.8 million in Title IV aid to students with diplomas from these on-line high schools.

OIG is in the process of continuing this analysis and will pursue investigative activities as appropriate.

IDENTIFIED PROGRAM DEFICIENCIES

We identified deficiencies in the regulations regarding the definition of a high school diploma as a basis for qualifying for Title IV aid and weaknesses in guidance provided for identifying high school diploma mills.

Definition of High School Diploma

The high school diploma is the basic qualification awarded to students who graduate from a state or private secondary school, usually after completing 12 years of formal instruction. A high school diploma may be used to meet the general eligibility requirements for receiving Title IV HEA program assistance.⁷ State or local districts issue high school diplomas to public school graduates and individual private schools issue diplomas to their graduates. The requirements for high school graduation vary significantly by state (Attachment 3).⁸ Home school students may or may not be issued a diploma depending on state policy and parental preference.⁹ None of the on-line high schools identified by OIG appeared to meet the state minimum requirements for graduation for the state in which they were located.

In order to qualify for Title IV aid on the basis of a high school diploma or its recognized equivalent, students must answer question 26 of the Free Application for Federal Student Aid (FAFSA), which states, "When you begin college in the 2009-2010 school year, what will be your high school completion status?" Students are directed to fill in one of the following: 1) high school diploma, 2) GED certificate, 3) home schooled, or 4) none of the above.¹⁰

⁶ OIG was unable to find valid contact information for three of the sixteen on-line high schools, and these schools are not included in the table in Attachment 2.

⁷ 34 C.F.R. § 668.32(e)(1) (2008)

⁸ "Key State Education Policies on PK-12 Education: 2006", p. 21 Table 8 (Council of Chief State School Officers, 2007).

⁹ 34 C.F.R. § 668.32(e)(4) (2008). "Structure of the U.S. Education System: School Leaving Qualifications" Department of Education, International Affairs Office (February, 2008).

¹⁰ Prior to the 2008-2009 school year, students indicated "yes" if they possessed a high school diploma or GED and "no" if they were ineligible or if they would qualify on the basis of an ATB or other state-approved exam.

In most cases, unless required by the post-secondary institution's accrediting or state licensing agency, Financial Aid Administrators (FAA) at schools are not required to verify a student's answer to question 26.¹¹ However, the FSA Handbook for the 2009-2010 award year offers the following clarification for FAAs who do evaluate the validity of a student's high school diploma: "By high school diploma we mean one recognized by the state in which the high school is located."¹² The handbook directs FAAs who wish to verify the validity of a high school to contact the appropriate State Education Agency (SEA) to determine if the high school is state recognized.¹³

Regulations regarding private schools vary by state. For example, Florida and California require non-public schools to register with the SEA.¹⁴ Registration with the state, however, may not indicate the SEA certifies or approves high school diplomas from these schools.¹⁵ OIG contacted SEAs in Arizona, California, Florida, Illinois, Maine, Texas, and Wisconsin regarding the on-line high schools operating in their states. The SEA officials in these states responded they do not certify or regulate these private, on-line high schools and, in most cases, would not give an opinion as to the validity of diplomas from these on-line high schools.¹⁶

More Guidance Needed for High School Diploma Mills

Over recent years, diploma mills, particularly on-line diploma mills, have become a greater problem for consumers, employers, and educators. However, the focus has been primarily on the issue of post-secondary diploma mills. The HEOA, enacted on August 14, 2008, directed the Secretary to maintain information on the Department's website to inform students, families, and employers in understanding, identifying and avoiding post-secondary diploma mills, which are defined as:¹⁷

(i) offers, for a fee, degrees, diplomas, or certificates that may be used to represent to the general public that the individual possessing such a degree, diploma, or certificate has completed a program of postsecondary education or training; (ii) requires completion of little or no education or coursework to obtain the credential; and (iii) lacks accreditation by an accrediting agency or association that is recognized by the Secretary or a Federal agency, State government, or other organization that recognizes accrediting agencies or associations.¹⁸

¹¹ FSA Handbook Volume 2, Chapter 1, p. 5 (2009-2010).

¹² FSA Handbook Volume 2, Chapter 1, p. 5 (2009-2010).

¹³ FSA Handbook Volume 1, Chapter 1, p. 5 (2009-2010).

¹⁴ Fla. Stat. § 1002.42(2) (2009), Cal. Education Code § 33190 (2008).

¹⁵ Fla. Stat. § 1002.42(2)(h) (2009), Cal. Education Code § 33190(g) (2008).

¹⁶ OIG discovered that some of the on-line high schools identified during the data analytics project advertised that they were "state recognized" because they were registered as a business with the state or were members of the Better Business Bureau. However, none of the schools were formally recognized by their state's Department of Education.

¹⁷ HEOA § 109 (2008).

¹⁸ HEOA § 103(a)(1) (2008).

If the HEOA's definition of a diploma mill were extended to include secondary schools, the majority of the on-line high schools examined during OIG's data analytics project would meet all of the conditions for a diploma mill.

- Twelve of the high schools identified for the data analytics project allowed students to purchase a high school diploma for a one-time fee that ranged from \$85-\$400. One high school allowed students to purchase a high school diploma for a one-time fee up to \$1,200.
- All thirteen high schools allowed students to earn their high school diploma on the basis of a single test or series of tests. Most tests were open-book and were administered on-line or could be taken at home. In some instances, students also earned high school credit for previous life-experiences.
- None of the high schools were accredited by a recognized accrediting agency.

ED has developed significant guidance to aid in identifying and avoiding post-secondary diploma mills in compliance with the HEOA. This includes publishing a list of schools accredited by recognized accrediting agencies and including information on accreditation and diploma mills on the ed.gov website. However, ED had not developed similar guidance to address the problem of students qualifying for Title IV aid on the basis of diplomas from on-line high school diploma mills.

SUGGESTIONS

OIG suggests that the Assistant Secretary for OPE and the Chief Operating Officer for FSA consider the following actions:

Establish the definition of a high school diploma as a condition for receiving Title IV aid, limiting it to state-approved high school diplomas or diplomas from schools that meet the states' requirements for high school graduation.

In addition, OIG suggests the Chief Operating Officer for FSA consider the following:

Develop and publish guidance, similar to the guidance for post-secondary diploma mills, to aid federal aid administrators, students, and families in identifying and avoiding high school diploma mills.

DEPARTMENT RESPONSE

A draft of this report was provided to FSA and OPE on December 11, 2009. After receiving the draft, FSA and OPE provided OIG with a formal, written response on January 11, 2010. (Attachment 4) In this response, the Assistant Secretary for OPE and the Chief Operating Officer for FSA addressed OIG's suggestion regarding the definition of a high school diploma. They stated that this issue is under consideration at the negotiated rulemaking that began in November 2009 and is scheduled for conclusion in January 2010. Until the regulatory process is complete, they will be unable to provide specifics regarding the regulatory changes.

WARNING: This Management Information Report is for internal use only. The report contains sensitive information regarding on-going investigative activities. Public disclosure of this information would risk circumvention of the exemptions provided for in the Freedom of Information Act (5 U.S.C. § 552). Recipients of this report must not, under any circumstances, show or release its contents for purposes other than official action. This report must be safeguarded to prevent improper disclosure.

In accordance with the Freedom of Information Act (5 U.S.C. § 552), reports issued by the OIG are available to members of the press and general public to the extent information contained therein is not subject to exemptions in the Act.

If you have any questions, please contact Mark Smith, Special Agent in Charge for the Technology Crimes Division, at (202) 245-7019.

Attachments (3)

cc: Martha Kanter, Under Secretary, Office of the Under Secretary



UNITED STATES DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20202

In the Matter of

Docket No. 06-45-SP

HOPE CAREER INSTITUTE,

Federal Student
Aid Proceeding

Respondent.

PRCN: 2006-304-25094

Appearances: Ronald L. Holt, Esq., Kansas City, Missouri, for Hope Career Institute.

Russell B. Wolff, Esq., of the Office of the General Counsel, United States
Department of Education, Washington, D.C., for Federal Student Aid.

Before: Judge Ernest C. Canellos

DECISION

Hope Career Institute (Hope) is a non-degree granting proprietary post secondary institution located in Ft. Lauderdale, Florida. It is accredited by the Council on Occupational Education (COE), and is eligible to participate in the various Federal Student Aid Programs that are authorized by Title IV of the Higher Education Act of 1965, as amended (Title IV), 20 U.S.C. § 1070 *et seq.* and 42 U.S.C. § 2751 *et seq.* Within the U. S. Department of Education (ED), the Office of Federal Student Aid (FSA) is the organization that has cognizance over and administers these programs.

During the period of April 17-21, 2006, Institutional Reviewers from FSA's School Participation Team Atlanta conducted a program review at Hope that examined its administration of the Title IV programs for the 2004-05 and 2005-06 award years. The Area Case Director of the Atlanta Team issued a final program review report on May 19, 2006. This report detailed a number of problems uncovered during the on-site review. Because of the extent of these findings, Hope was required to perform a full file review of all Title IV eligible students to determine (1) which students held invalid diplomas that were used as a basis for eligibility for Title IV aid, and (2) if any student who withdrew had been overpaid. Hope dutifully complied and filed a report of its findings.

After it reviewed Hope's submission, on September 20, 2006, FSA issued a Final Program Review Determination (FPRD). Hope's appeal, dated October 23, 2006, is the subject of this proceeding. Hope's appeal is limited to a single finding, i.e. that the 30 students who were admitted to Hope on the sole basis of a certificate from Cornerstone Christian Correspondence School (Cornerstone) were ineligible to participate in Title IV programs because those certificates are not considered valid high school diplomas. Hope asserts that it has settled the other findings and that it agrees with FSA that \$76,667, is the amount in issue for the finding that it has appealed.

The pertinent facts of this case are not complicated. Pursuant to the provisions of 34 C.F.R. § 668.32, a student must possess a high school diploma or its equivalent or satisfactorily pass an authorized ability-to-benefit test to be eligible to receive Title IV aid. In the present case, Hope provided 30 students with Title IV aid on the basis of their possession of a certificate from Cornerstone, as enumerated above. Because of suspicions raised prior to the program review, FSA investigated and determined that Cornerstone was located in Georgia and that the State of Georgia did not recognize Cornerstone's certificate as a valid high school diploma. As a consequence, every student who was made eligible on the sole basis of that certification was deemed ineligible and all Title IV aid disbursed to him or her had to be returned to ED. In its appeal, Hope acknowledges that the certifications in question do not constitute high school diplomas, but argues that FSA's finding and demand should not be affirmed. It claims that it was unaware that the Cornerstone's certificates were invalid and it is entitled to accept a student's proffer that they possess a valid high school diploma. Also, Hope points out that its former owner against whom the allegations of wrongdoing are directed is no longer associated with the school and the new owners have expended or have committed to spend over \$700,000.00 to satisfy claims against the school and FSA should not add to their burden by pursuing this claim.

In its responsive brief, FSA rejects Hope's claim of innocence and argues that there is ample evidence that Hope knew of the inadequacy of Cornerstone's credentials. In the alternative, FSA argues that Hope was on clear notice that the certifications were suspect and, therefore, it was incumbent on Hope to verify the efficacy of the documentation. FSA notes as significant that the fact that 30 students presented a credential from the same out-of-state institution at about the same time was so suspicious that it cried out for verification. More directly, FSA points out that there was clear evidence that the former owner of Hope was quite aware of the situation and further, that he recommended, or at least encouraged, the students to seek the credential from that "diploma mill." In furtherance of that scheme, applications to Cornerstone were available and provided to students seeking to establish eligibility at Hope's Admissions Office and Financial Aid Office. FSA also found significant the fact that these certifications were utilized at about the same period of time that Hope ceased to have a viable ability-to-benefit testing program (between October 4, 2005 and May 6, 2006), thereby corroborating the fact that the use of these inadequate certifications was knowingly and intentionally done to circumvent the requirements for student eligibility.

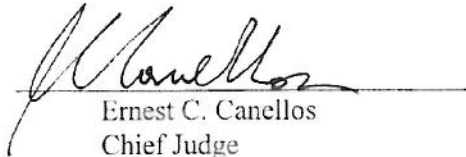
In considering this issue, I begin by noting that this proceeding is governed by regulations promulgated under Subpart H of the general provisions. 34 C.F.R. Part 668. It is well established that in a Subpart H -- audit and program review proceeding, the institution possesses the burden

of proving by a preponderance of the evidence that the Title IV funds in issue were lawfully disbursed. In accordance with 34 C.F.R. § 668.116(d), to sustain its burden, the institution must establish, that (1) the questioned expenditures were proper and (2) the institution complied with program requirements.

After reviewing the record before me, I find that Hope has failed to live up to its fiduciary responsibilities in the manner in which it carried out the required process of assuring that only eligible students are disbursed Title IV funds. Hope's assertion that it had the right to use the Cornerstone certification as acceptable evidence of the possession of a valid high school diploma because it did not know or suspect that the credential was inadequate lacks credulity and is rejected by me. It is quite apparent and I find that these certifications were utilized despite the fact that Hope knew full well or at a minimum was on clear notice that they did not constitute an adequate basis for determining the respective students as Title IV eligible. As a consequence, I further find that Hope's liability is clear and it must return \$76,667.00 to ED.¹ Hope's claim that it should not be liable for the financial aid dispensed to the fourteen students who either belatedly passed an ability-to-benefit test or graduated is rejected by me because to do otherwise would allow an institution to benefit from its wrongdoing. On that basis, I find my language in *In the Matter of Avalon Beauty College*, Docket No. 04-24-SP (December 10, 2004) to be inapposite.

ORDER

On the basis of the foregoing findings of fact and conclusions of law, it is hereby ORDERED that Hope Career Institute pay to the United States Department of Education the sum of \$76,667.00.


Ernest C. Canellos
Chief Judge

Dated: January 15, 2008

¹ Whether Hope has any cause of action or claim against any of their current or former employees for this liability is not within my jurisdiction to decide or comment on.

SERVICE

A copy of the attached decision was sent to the following individuals by certified mail:

Ronald L. Holt, Esq.
Shugart, Thomson & Kilroy
120 W. 12th Street
Kansas City, MO 64105

Russell B. Wolff, Esq.
Office of the General Counsel
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-2110

Attachment 2
State High School Requirements Compared to
Individual On-Line High School Requirements

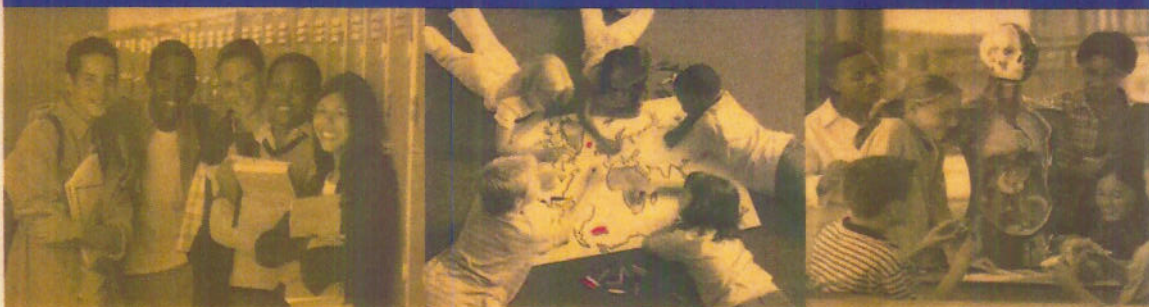
State	State Graduation ¹ Requirements	High School ²	Cost	Program Description
AZ	24 credits required Math (4) English(4) Arts (0.5) Social Studies (4) Science (4)	AZ-1	\$219	One-time on-line exam. Exam is open book and can be taken over several days. Study Guide with exam answers is available on-line.
CA	13 credits in the following subjects: Math (2) English(3) Arts (1) Social Studies (3) Science (2)	CA-1	\$260	One-time High School Diploma Test taken at a "Testing Center." Cost of test includes unlimited retests.
		CA-2	\$150	Series of five exams taken at home by correspondence.
FL	24 credits required Math (3) English(4) Arts (2) Social Studies (3) Science (3)	FL-1	\$350	One-time, on-line exam. Students earn diploma through a combination of their exam score and previous life experiences. Without a passing score on the on-line exam, students must also take open-book exams in one or more subject areas. Exams and tests can be taken on-line or by correspondence.
		FL-2	\$600- \$1200	One-time Exam administered one-line or by correspondence. Students also receive credit for prior courses completed in high school, vocational, business or trade school. Students earn credit for job experience
		FL-3	\$395	Series of seven open-book exams. Students earn high school credit for life experience.
		FL-4	\$350	Series of on-line exams in eight subject areas. Students earn credit for exams and for life experience. Fast Track program available for students with previous high school experience.
GA	22 credits required Math (3) English(4) Social Studies (3) Science (3)	GA-1	\$85	Series of five exams. Exams are taken by correspondence.
		GA-2	\$150	One-time, open-book exam that is taken on-line.
IL	18 credits required Math (2) English(3) Social Studies (2) Science (1)	IL-1	\$175	Students are required to complete on-site course over 16 weeks and pass final course exam.
		IL-2	\$150	Series of multiple-choice exams. Exams are open-book and taken on-line.
TX	24 credits required Math (3) English(4) Social Studies (5) Science (3)	TX-1	\$200	One-time, open-book exam that is taken on-line.
WI	21.5 credits required Math (2) English(4) Social Studies (4) Science (3)	WI-1	\$150	One-time exam. Exam is called the Christian High School Equivalency Exam.

¹ "Key State Education Policies on PK-12 Education: 2006", P. 21 Table 8 (Council of Chief State School Officers, 2007). (Attachment 3)

² In April 2008, OIG issued subpoenas to 16 on-line high schools. OIG received data from the 13 on-line high schools included in this table. Since some of the high schools may be part of on-going or future investigative work, OIG removed the names of the high schools from this document.

Key State Education Policies on PK-12 Education: 2006

Time and Attendance
Early Childhood
Graduation Requirements
Content Standards
Teacher & School Leader Licensure
Student Assessment



Results from a 50-State Survey conducted by CCSSO

Prepared by:
Carla Toye
Rolf K. Blank
Nancy Sanders
Andra Williams

Survey and report produced through cooperation of the State Departments of Education,
and support of the U.S. Department of Education

Key State Education Policies on PK-12 Education: 2006

Time and Attendance
Early Childhood
Graduation Requirements
Content Standards
Teacher & School Leader Licensure
Student Assessment

Results from a 50-State Survey conducted by CCSSO

Prepared by:

Carla Toye
Rolf K. Blank
Nancy Sanders
Andra Williams

Council of Chief State School Officers
Washington, DC

Survey and report produced through cooperation of the State Departments of Education,
and support of the U.S. Department of Education



Council of Chief State School Officers

The Council of Chief State School Officers (CCSSO) is a nonpartisan, nationwide, nonprofit organization of public officials who head departments of elementary and secondary education in the states, the District of Columbia, the Department of Defense Education Activity, and five U.S. extra-state jurisdictions. CCSSO provides leadership, advocacy, and technical assistance on major educational issues. The Council seeks member consensus on major educational issues and expresses their views to civic and professional organizations, federal agencies, Congress, and the public.

State Education Indicators

The Council is a strong advocate for improving the quality and comparability of assessments and data systems to produce accurate indicators of the progress of our elementary and secondary schools. The CCSSO education indicators project is providing leadership in developing a system of state-by-state indicators of the condition of K-12 education. Indicators activities include collecting and reporting statistical indicators by state, tracking state policy changes, assisting with accountability systems, and conducting analyses of trends in education.

The CCSSO reports on state education policies inform education leaders and educators about the current status and trends in policies across the 50 states that define and shape elementary and secondary education in public schools. The report is part of a continuing biennial series produced by the Council's education indicators project. We report 50-state information on policies regarding teacher and leader preparation and certification, graduation requirements, state content standards, student assessment programs, school time, and student attendance. The work of CCSSO is possible because of the excellent cooperation and coordination by staff in each state department of education as well as by funding from the U.S. Department of Education.

2007

Council of Chief State School Officers

Elizabeth Burmaster (Wisconsin), President
Rick Melmer (South Dakota), President-Elect

Gene Wilhoit, Executive Director
Rolf K. Blank, Director of Education Indicators

Copies of this report may be ordered for \$10.00 per copy from:

Council of Chief State School Officers
Attn: Publications
One Massachusetts Ave., NW, Suite 700
Washington, DC 20001
202-336-7016
Fax: 202-408-8072
www.ccsso.org

Contents

Introduction	1
Time and Attendance Policies—2006	3
Length of School Year, State Policies in Number of Days or Total Hours	4
Date for Start of School Year	5
Length of School Day in Minimum Hours by Grade Level	6
State Policies and District Practices Regarding Year-Round Schools	7
Early Childhood Education—2006	8
State Kindergarten Programs	9
Student Attendance Requirements	10
State Pre-School Policies, Appropriated Funding, and Targeting Strategies	11
Graduation Requirements—2006	13
State Credit Requirements for High School Graduation, Core Academic Subjects	15
Specific Courses Required for Graduation in Mathematics and Science	16
Specific Courses Required for Graduation in Social Studies and Other Subjects	17
Credit Requirements for Graduation: Health, Physical Education, Foreign Language	18
Advanced Diploma: Credit Requirements for High School Graduation	19
High School Exit Exam Requirements	20
State Content Standards—2006	21
Status of Content Standards in Academic Subjects	23
State Policies on Textbooks and Standards	24
Teacher Preparation and Licensure—2006	25
State Standards for Teacher Licensure	26
Professional Development Requirements for Teacher License Renewal/Recertification	27
School Leader/Administrator Licensure—2006	29
State Certification and Standards for Administrator Licensure	31
Differentiated Certification Standards by Administrative Role	33
Administrator Assessments Required for Initial Certification	35
State Use of Assessment Results to Improve Administrator Performance	37
State Requirements for Initial Certification of Administrators	38
Student Assessment—2005-2006	40
Statewide Student Assessment: English Language Arts	41
Statewide Student Assessment: Mathematics	43
Statewide Student Assessment: Science	45
Appendix	
Sources of Information	47
2006 Key State Education Policies Update Questions	48

Introduction

Purpose of Survey and Report

The Key State Education Policies on PK-12 Education is intended to inform policymakers and educators about the current status of key education policies across the 50 states that define and shape elementary and secondary education in public schools. The report is part of a continuing series by the Council's State Education Indicators program.

The Council began reporting on trends in state education policies and statistical indicators of the condition of education in the 1980s, when most state legislatures and boards of education approved policy initiatives aimed at improving the quality of K–12 education. When this series began, CCSSO collected and reported 50-state information of policies regarding teacher preparation and certification, high school graduation requirements, student assessment programs, school time, and student attendance. In the 1990s, other categories of policies were added to the report including state content standards and curriculum, teacher assessment, and school leader/administrator licensure.

The primary goal of the Council's work with education indicators is to assist national, state, and local policy makers and leaders in making informed decisions. The policies included in the 2006 report are based on advice from Council staff and users in states. All of the information is collected and reported through the support and cooperation of the Chief State School Officers in each state and their staff.

Sources

This report provides policy information for the 50 states and the District of Columbia as of the fall of 2006. The current report is the eighth in the series (see also CCSSO 1987, 1992, 1995, 1996, 1998, 2000, 2002, and 2004). State education staff reported on policies through a survey administered in summer 2006 by Education Indicators staff of the CCSSO Division of State Services and Technical Assistance. The state Education Information Advisory Committee (EIAC) representatives approved the survey and served as the point of contact for each state. Other sources of information for this report are state web sites and Title II Reports (www.title2.org).

More Information

For more information on state education policies, and further details on the policies being reported, you may contact Carla Toye, CCSSO Program Associate, 202-326-8695; carlat@ccsso.org, or Rolf Blank, CCSSO Director of Education Indicators. To obtain a copy of this report, go to www.ccsso.org/publications, or call 202-336-7016. You may also find this report on the CCSSO web site (http://www.ccsso.org/projects/state_Education_Indicators).

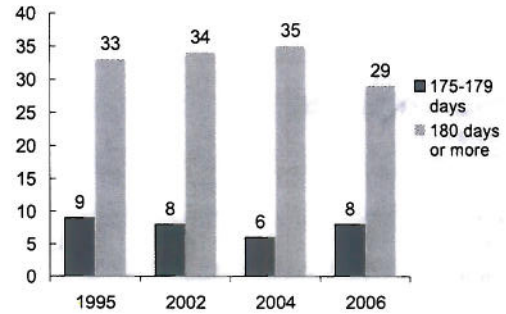
Time and Attendance Policies

This section of the report provides state level information on policies related to attendance requirements, length of school year, and date for start of school.

Time in School

Table 1

Since 1989, CCSSO has collected and reported information on state time and attendance policies. Of the 41 states that have a policy in 2005-06 on the minimum days of a school year, 29 require the school year to be 180 days or longer and 8 require between 175 and 179 days. Ten years ago in 1995 the totals were 33 and 9, respectively. The bar graph to the right shows the trend in state length of school year policies over a 11 year period. In addition, Table 1 shows 33 states which list requirements in hours, an increase from 30 states in 2004.



Date for Start of School

Table 2

As in prior years, the 2006 Key State Policies update finds that most states report fall as the most popular season for the start of school in 2005-06. The majority of states listed a range of acceptable start dates rather than a single date. Of the 42 states that reported having a policy which allows for the school start date to land anywhere within a state-specified range, 39 listed a range which included the month of August and 24 states had ranges beginning in August and ending in September. In addition, 12 states listed a date before which the start of school is prohibited, the most common date being July 1. While many states were able to provide data on the most common start dates or ranges, few reported having a final statewide policy.

Length of School Day

Table 3

In 2006, 29 states require five or more instructional hours per day (or no less than 900 hours/year, which is roughly equivalent to a five hour day when divided by 180—the mode number of days reported in Table 1) in grades one through high school. For the first through sixth grades, 30 states require at least five hours per day. A similar minimum is required in 35 states for grades seven and eight, and in 33 states for high school (grades 9-12). As in 2004, in 2006 all state high school minimums range from four to seven hours per day except for Missouri which places three hours at the lower limit, and West Virginia with a policy of 3.75 hours per day.

Year-Round School: State and District Policies

Table 4

Currently, 16 states have a policy regarding year-round school. Despite the fairly low number of states with a policy, 31 states report that one or more districts operate year-round schools. This number represents a 10 percent increase over the number in 1995 when 29 states reported year-round schools in operation. Among states with year-round school programs, few report high numbers of districts with such schools.

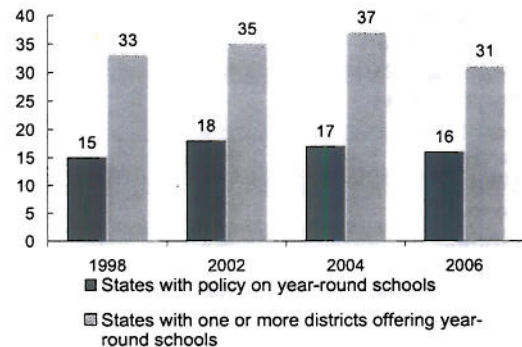


Table 1

Length of School Year, State Policies in Number of Days or Total Hours — 2006

State	Days	Hours	Minimum Hours After Exception	Minimum Days After Exception
Alabama	175*	—	—	—
Alaska	180	—	740 (K-3); 900 (4-12)	No Minimum
Arizona	175	—	—	—
Arkansas	178	6	No Minimum	Varies
California	180	—	—	163
Colorado	—	968 (E); 1056 (S)	—	142
Connecticut	180	900	—	—
District of Columbia [^]	—	—	—	—
Delaware	—	440 (K); 1060 (1-11); 1032 (12)	—	—
Florida	180	—	Varies	177
Georgia	180	810 (K-3); 900 (4-5); 990 (6-12)	Varies	Varies
Hawaii	179	—	—	—
Idaho	170	450 (K); 810 (1-3); 900 (4-8); 990 (9-12)	Varies	No Minimum
Illinois	185	880	—	—
Indiana	180	900 (K-6); 1080 (7-12)	Varies	Varies
Iowa	180	990 (1-11); 962 (12)	Varies	No Minimum
Kansas	186 (K-11); 181 (12)	465 (K); 1116 (1-11); 1086 (12)	Varies	No Minimum
Kentucky	—	1050	No Minimum	No Minimum
Louisiana	177	1062	—	—
Maine	180	—	No Minimum	175 (K-11); 170 (12)
Maryland	Varies	1080 (E, M); 1170 (H)	Varies	Varies
Massachusetts	180	425 (K); 900 (E); 990 (S)	Varies	Varies; 168 for seniors
Michigan	—	549 (K); 1098	—	—
Minnesota	—	—	—	—
Mississippi	180	990	Varies	No Minimum
Missouri	174	522 (K); 1044	Varies	Varies
Montana	—	360 (K); 760 (1-3); 1080 (4-12)	—	—
Nebraska	—	400 (K); 1032 (E); 1080 (S)	Varies	No Minimum
Nevada	180	—	—	—
New Hampshire	180 (K-11); 175 (12)	945 (E); 990 (M, H) of instruction	Varies	No Minimum
New Jersey	180	—	—	—
New Mexico	180	990 (K-6); 1080 (7-12)	—	—
New York	180	—	—	—
North Carolina	180	1000	—	—
North Dakota	173	951.5 (1-6); 1038 (7-12)	Varies	Varies
Ohio	182	920	Varies	Varies
Oklahoma	175	1050	—	—
Oregon	—	405 (K); 810 (1-3); 900 (4-8); 990 (9-12)	—	No Minimum
Pennsylvania	180	900 (K-6); 990 (7-12)	Varies	No Minimum
Puerto Rico [^]	—	—	—	—
Rhode Island	180	—	—	—
South Carolina	180	—	—	—
South Dakota	—	875 (1-3); 962.5 (4-12)	—	—
Tennessee	180	—	—	—
Texas	180	—	Varies	—
Utah	180	990	Varies	Varies
Vermont	175	350 (K); 700 (1-2); 962.5 (3-12)	—	—
Virginia	180	990	Varies	Varies
Washington	180	450 (K); 1000 (1-12)	Varies	No Minimum
West Virginia	180	—	—	—
Wisconsin	180	437 (PK, K); 1050 (1-6); 1137 (7-12)	Varies	Varies
Wyoming	175	450 (K); 900 (E); 1050 (M); 1100 (H)	—	Varies
Total	29 states ≥ 180 days		21 states w/ policy	16 states w/ policy

Note: [^] State did not participate in the 2006 online survey; "—" indicates state does not have a requirement in this category; *Alabama -- 180 days starting in 2006-07; PK= Pre-Kindergarten; K= Kindergarten; M= Middle; H= High School; S= Secondary

Table 2
Date for Start of School Year — 2006

State	Start Date for Fall 2005	Earliest Allowable	Latest Allowable
Alabama	August 8 - August 11	—	—
Alaska	September 1	—	—
Arizona	—	—	—
Arkansas	August 10 - August 26	Local decision	—
California	Data not collected by state	—	—
Colorado	August 4 - September 6	—	—
Connecticut	August 5 - September 5	—	—
District of Columbia [^]	—	—	—
Delaware	August 14 - September 10	—	—
Florida	August 1 - August 16	—	—
Georgia	July 11 - August 18	—	—
Hawaii	June 23 - August 29	—	—
Idaho	August 22 - September 6	—	—
Illinois	August 5 - September 10	—	—
Indiana	August 10 - August 18	Not before July 1	—
Iowa	August 15 - September 2	Not before September 1*	—
Kansas	August 17 - September 1	—	—
Kentucky	August 3 - August 16	—	—
Louisiana	August 10 - September 3	—	—
Maine	August 10 - September 9	—	—
Maryland	August 23 - September 6	—	—
Massachusetts	Late August - Mid-September	—	—
Michigan	August 23 - September 10	Not before Labor Day	—
Minnesota	—	—	—
Mississippi	August 1 - August 11	Not before August 1	—
Missouri	August 17 - August 29	—	—
Montana	Mon. before Labor Day - Tues. after	—	—
Nebraska	—	—	—
Nevada	Late August - Early September	—	—
New Hampshire	August 29 - September 7	—	—
New Jersey	—	—	—
New Mexico	August - after Labor Day	Local decision	—
New York	Data not collected by state	Local decision	—
North Carolina	August 10 - August 25	—	—
North Dakota	Last week/Aug - 1st week/Sept	—	—
Ohio	August 22 - September 7	Not before July 1	Not later than June 30
Oklahoma	August 11 - August 18	—	—
Oregon	Last week/Aug - 1st week/Sept	Not before July 1	—
Pennsylvania	August 29 - September 6	Not before July 1	—
Puerto Rico [^]	—	—	—
Rhode Island	August 30 - September 8	—	Not after 1st Thurs after 1st Mon in Sept.
South Carolina	August 15 - August 29	—	—
South Dakota	August 20 - September 4	Not before July 1	—
Tennessee	1st - 3rd week of August	—	—
Texas	August 22 - August 26	Week of August 21	—
Utah	—	Local decision	Not after October 1st
Vermont	August 28 - September 5	—	—
Virginia	After Labor Day	Not before Labor Day*	—
Washington	August 25 - September 7	Local decision	—
West Virginia	August 27 - August 28	Not before August 26	—
Wisconsin	September 1 - September 15	Not before September 1	—
Wyoming	August 23 - September 07	—	—
Total	42 states lists a range of dates	12 states with policy	3 states with latest date policy

Note: [^] State did not participate in the 2006 online survey; "—" indicates state does not have a requirement in this category; *Iowa -- waiver available to open before September 1; *Virginia -- schools may open before Labor Day if granted a waiver for good cause from the Virginia Board of Education

Time and Attendance

Table 3
Length of School Day in Minimum Hours by Grade Level — 2006

State	Pre-Kindergarten	Half-Day Kindergarten	Full-day Kindergarten	Grades 1-6	Grades 7-8	Grades 9-12
Alabama	—	—	6	6	6	6
Alaska	—	—	4	4 (1-3); 5 (4-6)	5	5
Arizona	1.2	2	—	4 - 5	6	—
Arkansas	—	—	6	6	6	6
California	—	3.3	—	4.7(1 - 3); 5 (4 - 6)	5	6
Colorado	—	—	—	—	—	—
Connecticut	—	—	—	—	—	—
District of Columbia [^]	—	—	—	—	—	—
Delaware	—	440/yr	1060/yr	1060/yr	1060/yr	1060/yr
Florida	—	—	—	5	5	5
Georgia	4.5	—	4.5	4.5 (1 - 3); 5.0 (4 - 5)	5.5 (6 - 8)	5.5
Hawaii	6	6	6	6	6	—
Idaho	—	2.5	—	4	4	4
Illinois	5	—	5	5	5	5
Indiana	—	2.5	5	5	6	6
Iowa	—	—	—	5.5	5.5	5.5
Kansas	—	2.5	—	6	6	6
Kentucky	—	—	—	—	—	—
Louisiana	—	—	—	—	—	—
Maine	—	2.5	2.5	5	5	5
Maryland	2.5	2.5	6.5	6	6	6.5
Massachusetts	—	—	—	LD	LD	LD
Michigan	2.5	—	—	—	—	—
Minnesota	—	—	—	—	—	—
Mississippi	5.5/day; 990/yr	990/yr	5.5/day; 990/yr	5.5/day; 990/yr	5.5/day; 990/yr	5.5
Missouri	—	1.5/day; 522/yr	1.5/day; 522/yr	3/day; 1044/yr	3/day; 1044/yr	3/day; 1044/yr
Montana	—	360/yr	720/yr	1080/yr	1080/yr	1080/yr
Nebraska	—	—	—	—	—	—
Nevada	—	—	2	5	5.5	5.5
New Hampshire	—	—	—	6	6	6
New Jersey	—	—	—	—	—	—
New Mexico	—	2.5	5.5	5.5	6	6
New York	—	2.5	5	5	5.5	5.5
North Carolina	—	1000/yr	1000/yr	1000/yr	1000/hr	1000/yr
North Dakota	—	2.75	5.5	5.5	6	6
Ohio	—	2.5	5	5	5.5	5.5
Oklahoma	2.5	2.5	6	6	6	6
Oregon	—	6	—	6	6.5	7
Pennsylvania	450/yr	450/yr	900/yr	900/yr	990/yr	990/yr
Puerto Rico [^]	—	—	—	—	—	—
Rhode Island	2.5	2.75	5.5	5.5	5.5	5.5
South Carolina	2.5	2.5	6	6	6	6
South Dakota	—	—	—	—	—	—
Tennessee	5.5	4	6.5	6.5	6.5	6.5
Texas	—	—	7	7	7	7
Utah	—	2	—	4	4	4
Vermont	—	2/day; 350/yr	—	4	5.5	5.5
Virginia	—	3	5.5	5.5	5.5	5.5
Washington	—	450/yr	—	1000/yr	1000/yr	1000/yr
West Virginia	—	—	3.2	3.5	3.5	3.7
Wisconsin	—	—	—	—	—	—
Wyoming	—	—	—	—	—	—
States ≥ 5 hr/day or ≥ 900 hr/yr:		4	20	30	35	33

Note: [^] State did not participate in the 2006 online survey; "—" indicates state does not have requirement in this category; LD= Local Decision

Table 4
State Policies and District Practices Regarding Year-Round Schools — 2006

State	Policy on Year-Round Schools	Districts with Year-Round Schools	Definitions
Alabama	—	1	
Alaska	—	A few	
Arizona	—	Not reported	
Arkansas	Yes	4	
California	Yes	162	
Colorado	—	Not reported	
Connecticut	—	Not reported	
District of Columbia [^]			
Delaware	—	2	
Florida	Yes	5	FL: At least 180 days of instruction vs. 8 or 9 consecutive months attendance.
Georgia	—	5	
Hawaii	Yes	1	HI: Operates on a multi-track year-round system.
Idaho	—	4	
Illinois	Yes	16 Districts/58 Schools	
Indiana	—	6	
Iowa	Yes	5	
Kansas	—	Not reported	
Kentucky	—	27	
Louisiana	—	2	
Maine	—	—	
Maryland	Yes	Not reported	
Massachusetts	—	Not reported	
Michigan	Yes	2	
Minnesota	—	—	
Mississippi	—	Not reported	
Missouri	—	1	
Montana	—	Not reported	
Nebraska	—	A few	
Nevada	—	4	
New Hampshire	—	Not reported	
New Jersey	—	LD	
New Mexico	Yes	2	
New York	—	Not reported	
North Carolina	Yes	20 (14 charter schools)	
North Dakota	—	Not reported	
Ohio	Yes	No data	
Oklahoma	—	4	OK: at least ten (10) months of four (4) weeks during which the school shall actually be in session and instruction offered for not less than one hundred eighty (180) days.
Oregon	—	1-2	
Pennsylvania	Yes	Not reported	
Puerto Rico [^]			
Rhode Island	—	Not reported	
South Carolina	—	Not reported	
South Dakota	Yes	Not reported	
Tennessee	Yes	13	TN: 200 day calendar.
Texas	Yes	32	TX: operates during the greater part of ten months and up to twelve calendar months of the year.
Utah	—	7	
Vermont	—	Not reported	
Virginia	—	6	
Washington	—	11	
West Virginia	Yes	2	
Wisconsin	—	2	
Wyoming	—	1	
Total	16 with policy	31 states	

Note: [^] State did not participate in the 2006 online survey; "—" indicates state does not have requirement in this category; LD= Local Decision

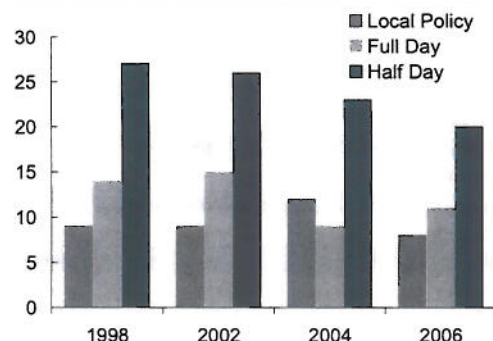
Early Childhood Education

This section continues the line of questions on early childhood education first asked of states in the 2002 Key State Policies report. It builds on the time and attendance indicators and provides additional information regarding pre-school policies and early childhood education in the 2005-06 academic year.

Kindergarten Programs: State Policies

Table 5

The 2005-06 data reveal that the number of states requiring districts to offer kindergarten programs continues to rise (44 states in 2006). Since the last 2004 Key State Policies report, however, the proportion of required full-day kindergarten programs to half-day kindergarten programs remained fairly constant. Currently 11 states require full-day programs and 20 states require half-day programs, and 13 require either of the two. Only eight states report no policy on the matter.

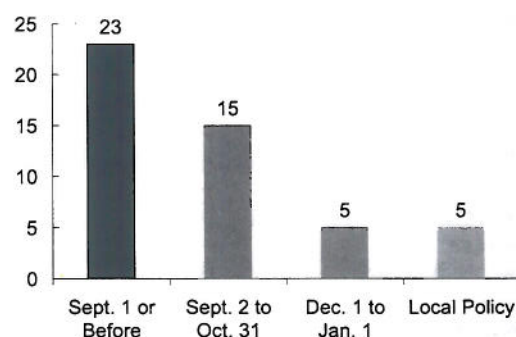


Student Attendance Requirements

Table 6

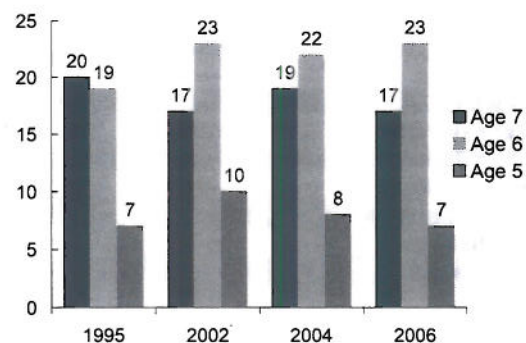
Cut-off Date for Kindergarten

To be eligible to enroll in kindergarten, students must reach an entrance age by a state-determined cut-off date. In 45 states, students must be at least 5 years old to enter kindergarten, and 4 states allow districts to select the age of entrance. Approximately half of all states (24) have selected kindergarten cut-off dates on or before September 1.



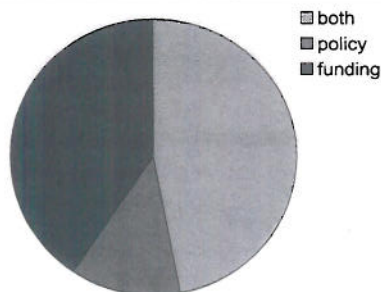
Age Students Must Enter School

By a certain age, education is compulsory for American children. State policies on this age vary from five to seven years old. In 2005-06, many states (17) selected age 7 as the age by which students must enter school. A notable 78 percent (40 states) have chosen either age 6 or age 7 as this compulsory age. This trend has remained relatively constant for over 15 years.



Pre-School State Policies

Table 7



For the past ten years, CCSSO has collected information on statewide pre-school programs and the associated state policies. Under federal law, all states must provide preschool programs to disabled students. Thirty-two states reported having a state pre-school policy regarding the programs, eligible students, and/or funding (15 had both a policy and provided funding, 4 listed only a policy, and 13 had a funding stream, but no policy).

Table 5
State Kindergarten Programs — 2006

State	Kindergarten Program Required	Full-Day Kindergarten Required	Half-Day Kindergarten Required	Student Attendance Required
Alabama	Yes	Yes	—	—
Alaska	—	—	—	—
Arizona	Yes	—	Yes	—
Arkansas	Yes	Yes	—	Yes
California	Yes	Either Full- or Half-Day		—
Colorado	Yes	Either Full- or Half-Day		—
Connecticut	Yes	—	Yes	—
District of Columbia [^]	—	—	—	—
Delaware	Yes	—	Yes	Yes
Florida	Yes	Yes	—	—
Georgia	Yes	Yes	—	—
Hawaii	Yes	Yes	—	—
Idaho	—	—	—	—
Illinois	Yes	—	Yes	—
Indiana	Yes	—	Yes	—
Iowa	Yes	—	Yes	—
Kansas	Yes	Either Full- or Half-Day		—
Kentucky	Yes	—	Yes	—
Louisiana	Yes	Yes	—	—
Maine	Yes	—	Yes	—
Maryland	Yes	—	Yes	Yes
Massachusetts	Yes	—	Yes	—
Michigan	Yes	Either Full- or Half-Day		—
Minnesota	Yes	Either Full- or Half-Day		Yes
Mississippi	Yes	Yes	—	—
Missouri	Yes	—	Yes	—
Montana	Yes	—	Yes	—
Nebraska	Yes	Either Full- or Half-Day		—
Nevada	Yes	—	Yes	—
New Hampshire	—	—	—	—
New Jersey*	Yes	Either Full- or Half-Day		—
New Mexico	Yes	—	Yes	Yes
New York	—	—	—	—
North Carolina	Yes	Yes	—	—
North Dakota	—	—	—	—
Ohio	Yes	Either Full- or Half-Day		Yes
Oklahoma	Yes	Either Full- or Half-Day		Yes
Oregon	Yes	—	Yes	—
Pennsylvania	—	—	—	—
Puerto Rico [^]	—	—	—	Yes
Rhode Island	Yes	—	Yes	Yes
South Carolina	Yes	Yes	—	Yes
South Dakota	Yes	Either Full- or Half-Day		—
Tennessee	Yes	Yes	—	Yes
Texas	Yes	Either Full- or Half-Day		—
Utah	Yes	—	Yes	—
Vermont	Yes	Either Full- or Half-Day		—
Virginia	Yes	Either Full- or Half-Day		—
Washington	Yes	—	Yes	—
West Virginia	Yes	Yes	—	Yes
Wisconsin	Yes	—	Yes	—
Wyoming	Yes	—	Yes	—
Total	44	11	20	12

Note: [^] State did not participate in the 2006 online survey; "—" indicates state does not have requirement in this category; *New Jersey -- Abbott Districts only

Table 6
Student Attendance Requirements — 2006

State	Age Students Must Enroll	Kindergarten Cut-Off Date	Kindergarten Entrance Age	Age Students Must Remain Until
Alabama	7	September 1	5	16 or waiver
Alaska	7	September 1	5	16
Arizona	6	—	—	16 or completed 10th grade
Arkansas	5	September 12	5	17
California	6	December 5	5	18
Colorado	7	—	5	16
Connecticut	7	January 1	5	18 or 16 w/ guardian consent
District of Columbia [^]				
Delaware	5	August 31	5	16
Florida	6	September 1	5	16 w/ written intent to withdraw
Georgia	6	September 1	5	16
Hawaii	6	January 1	5	18
Idaho	7	September 1	5	16
Illinois	7	September 1	5	17
Indiana	7	July 1	5	18
Iowa	6	September 15	5	16
Kansas	7	August 31	5	18 or waiver
Kentucky	6	October 1	5	16
Louisiana	7	September 30	5	17 w/ guardian consent
Maine	7	October 15	5	17, or 15 if student meets other criteria
Maryland	5	September 30	5	16
Massachusetts	6	Local decision	Local decision	16
Michigan	6	December 1	5	16
Minnesota	—	September 1	5	16
Mississippi	6	September 2	5	16
Missouri	7	August 1	5	16
Montana	7	September 10	5	16 or completion of grade 8
Nebraska	6	October 15	5	16
Nevada	7	September 30	5	17
New Hampshire	6	Local decision	Local decision	16 w/ guardian consent
New Jersey	6	Local decision	Local decision	16
New Mexico	5	September 1	5	17 w/ guardian consent
New York	6	December 1	5	16
North Carolina	7	October 16	5	16 or waiver
North Dakota	7	August 31	5	16
Ohio	6	August 1/September 30*	5	18
Oklahoma	5	September 1	5	18
Oregon	7	September 1	5	18
Pennsylvania	8	Local decision	Local decision	17 or waiver
Puerto Rico [^]				
Rhode Island	6	September 1	5	16
South Carolina	5	September 1	5	16
South Dakota	6	September 1	5	16
Tennessee	6	September 30	5	18
Texas	6	September 1	5	18
Utah	6	September 1	5	18
Vermont	6	Local decision	5	16
Virginia	5	September 30	5	18
Washington	8	August 31	5	16 w/ guardian consent
West Virginia	6	September 1	5	16
Wisconsin	6	September 1	5	18
Wyoming	7	September 15	5	16 or completed 10th grade
Total	Age 7: 17 states; Age 6: 23; Age 5: 7		Age 5: 45 states	

Note: [^] State did not participate in the 2006 online survey; "—" indicates no longer has a policy; *Ohio -- Districts option

Table 7

State Pre-School Policies, Appropriated Funding, and Targeting Strategies — 2006

State	Policy or Funding	Policy/Funding Details	Targeting - Group (ages)
Alabama	Neither		
Alaska	Policy	For students with disabilities age 3 and above	SWD (3 and up)
Arizona	Funding	Provide preschool for low-income children	AR (0-5)
Arkansas	Policy		SWD; SPED; LEP; ED; AR (all 3-4)
California	Neither	Funded at \$325,377,000 annually	SPED (5); ED (3-4)
Colorado	Both	Services for students without disabilities are optional	SWD (3); AR (3-4)
Connecticut	Funding	Support for children in priority districts	SPED (3-5); Other
DC ^a			
Delaware	Funding	SWD and enrolled in the ECAP	SWD (0-3); SPED (3-4); ED (4); AR (4)
Florida	Funding	\$368-million in state funds allocated for the Voluntary Pre-kindergarten Education Program	SWD, Other
Georgia	Funding	Voluntary program funded with Lottery proceeds	
Hawaii	Both	IDEA preschools funded through state and federal funds	SWD (3-5); SPED (3-5)
Idaho	Neither		SWD (3-5)
Illinois	Both	State funded voluntary programs for 3- and 4-year olds	AR (3,4)
Indiana	Funding	\$27,173,300 available for special needs preschool programs	SWD, SPED
Iowa	Neither		
Kansas	Neither		SWD (305); AR (4)
Kentucky	Both	Districts required to assure services to all 4 year old children whose families meet income guideline	SWD (3-4), ED (4)
Louisiana	Neither	Allocated \$55 million to provide pre-k programs for at-risk students	AR (4)
Maine	Funding	State subsidy provided under the School Finance Act	
Maryland	Policy		ED, AR
Massachusetts	Both	36% of actual costs	SWD (3-5)
Michigan	Neither		AR (4)
Minnesota	Both	School districts receive funding allocation	ED and district priority
Mississippi	Both		
Missouri	Neither	12% of eligible population served (contracts funded)	
Montana	Neither		
Nebraska	Both	Programs by school districts or education service units	SWD, LEP, ED, Other
Nevada	Neither		
New Hampshire	Neither		
New Jersey	Funding	Funding to school districts who are either Abbott or low-income concentration of 20% - (ECPA)	SWD (3-4); SPED (3-4), ED (4)
New Mexico	Both	Funds are appropriated annually by the NM State Legislature for ED and AR; Federal IDEA for SPED	ED (4); AR (4); SPED (2-5)
New York	Neither		
North Carolina	Both	Funding sources include Title I, Exceptional Children, More at Four and Smart Start	SWD (3-4), SPED (3-4), ED (4), AR (4)
North Dakota	Neither		
Ohio	Funding	Funding made available through a competitive grant process in 1989	
Oklahoma	Funding	State funded voluntary programs	Other (4)
Oregon	Neither		SWD (0-5); ED (3-5)
Pennsylvania	Both	District receives Accountability Block Grant which could fund pre-K, the state provides a Head Start Supplemental and the Basic Education Subsidy provides funds for preschool pupils	
Puerto Rico			
Rhode Island	Neither		
South Carolina	Both	Funds for half-day, 4yrs-K programs for at-risk children	AR (4)
South Dakota	Neither		
Tennessee	Funding	Program funds 446 preschool classrooms across the state	
Texas	Both	Program requires 15 or more eligible students	LEP; ED, Other (3-4)
Utah	Neither		

Table 7 con't

State Pre-School Policies, Appropriated Funding, and Targeting Strategies — 2006

State	Policy or Funding	Policy/Funding Details	Targeting - Group (ages)
Vermont	Both		SWD (3-4); SPED (0-5); LEP (3-4); ED (3-4); AR
Virginia	Funding	Virginia's At-Risk Four-Year-Old program provides funding for AR (4); Other (5) programs for unserved, at-risk four-year-old children, which include quality preschool education, health services, social services, parental involvement, and transportation	
Washington	Both	Optional for 0-3 SPED; mandatory for SPED 3-5 and ECAP	SWD (0-5); SPED (3-5); ED (3-4)
West Virginia	Policy	Mandatory for age 4 children by 2012-2013. State aid	SWD (3); SPED (3); Other (4)
Wisconsin	Funding	Equalization aid for school districts for 4-year olds	SWD (0-5); SPED (3-5); ED (3-5); Other (4)
Wyoming	Neither		
Total	32 states (with both or either)		

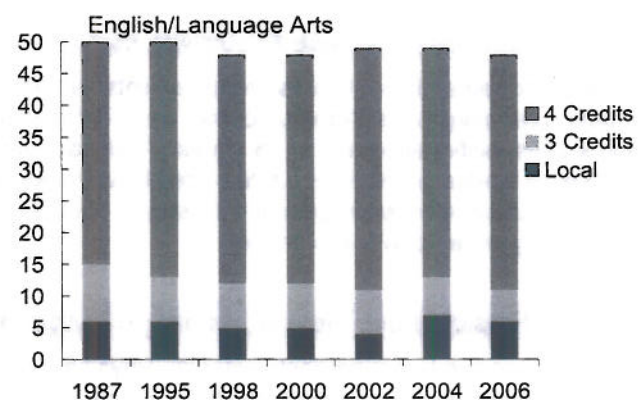
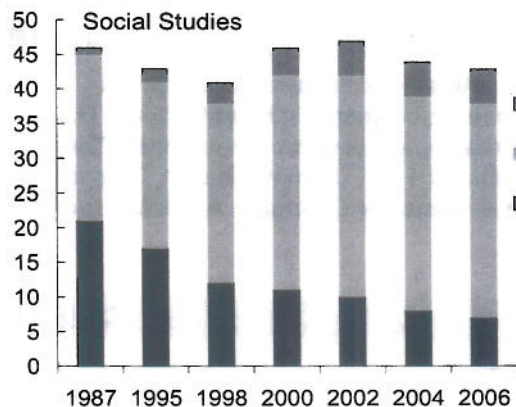
Note: ^ State did not participate in the 2006 online survey; Under federal law, all states must provide preschool programs for students with disabilities (SWD); SPED= special education; LEP= limited English proficient; ED= economically disadvantaged; AR= at risk; ECAP= Early Childhood Education and Assistance Program; ECPA= Early Childhood Program Aid; IDEA= Individuals with Disabilities Education Act; K= Kindergarten

Graduation Requirements

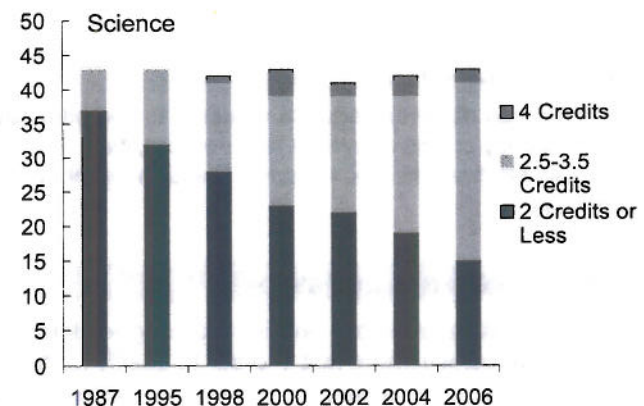
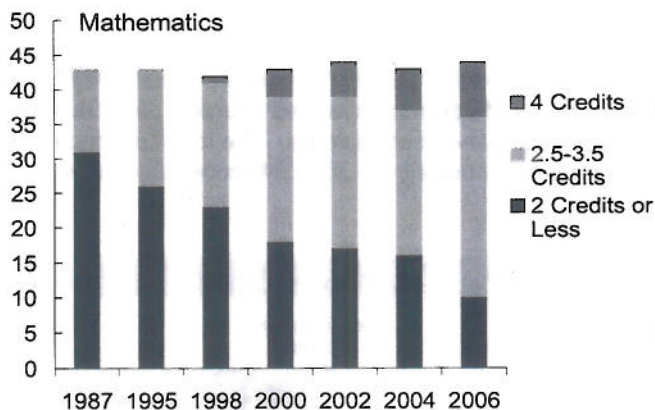
High School Course Credit Requirements

Table 8

Of 52 states and extra-state jurisdictions, 45 have a state policy on the minimum Carnegie credits required for high school graduation (a single Carnegie credit is assigned to an academic course consisting of two semesters). There is great variation among these state policies, however. The total number of Carnegie credits required for graduation range from 1.5 Carnegie units in one state to 24 in another.



Most states delineate the number of credits required within each subject area. It is apparent that all states place a heavy emphasis on English. Of the five subject areas tracked—English, Mathematics, Science, Social Studies and the Arts—English was the only subject with the number of states reporting 4 or more required credits reaching the double digits (38 states require 4 or more English credits). As for the other subjects, states generally required 2 to 3 credits each for graduation, however 8 states require 4 or more Mathematics credits, 7 states require 4 or more credits in Social Studies, and 3 states require 4 or more credits in Science.



By comparing the change in credit requirements within subject areas across eight time points (1987, 1995, 1998, 2002, 2004 and 2006) the nationwide trends become apparent. Since 1987, Mathematics and Science requirements have notably increased. Over the past eight years, 29 states have adopted policies requiring 3 or more credits in Science, and 33 states have required 3 or more credits in Mathematics. States also increased emphasis on Social Studies from 1987 until the year 2000 when there was a general leveling off. English requirements have remained constant.

Arts Requirements

In 2006, 29 states reported requirements in Arts, while 26 reported an Arts requirement in 2004. The reported credit requirements by these states vary from 0.5 to 2.0 credits per state.

Specific Courses in Mathematics and Science

Table 9

As table 9 shows, 21 states reported requiring specific Math courses, and 25 states reported requiring specific Science courses. The most reported specific Math course was Algebra (21 states), and the most reported specific Science course was Biology (16 states).

Mathematics		Science	
Algebra	21	Biology	16
Geometry	9	Physical Science	13
Above Algebra I	10	Lab. Requirement	7

Additional Specific Course Requirements

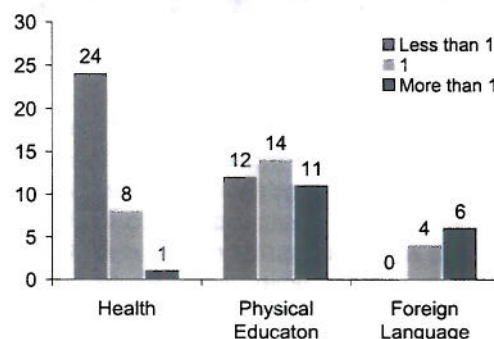
Table 10

States reported additional course requirements for high school graduation in three main subject areas: Social Studies; Language Arts/Communication; and Technology/Life Skills. Course requirements in History (World, U.S., and state-specific) appeared in 28 states. A similar number (26) of states require a course on Government. The number of credits varies from 0.5 to 4 credits, with most states choosing either 0.5 or 1. Communication, Composition and Speech courses are required in 12 states. Courses that offer training in Computer Operation, Applications and Technology were equally as common.

Health, Physical Education, and Foreign Language

Table 11

Forty states have a requirement in Health, Physical Education or Foreign Language. High school course credit requirements for Health were reported in 34 states, for Physical Education in 37 states, and in Foreign Language in 10 states. Health credits vary from 0.5 to 2 credits. Of the ten states reporting Foreign Language requirements, most require two credits. The majority of states reporting Health requirements require 0.5 credits.



Advanced Diploma

Table 12

An "advanced diploma" requires students to complete additional credits of specific advanced courses. Twelve states report a policy on the minimum required credits in core curriculum for an advanced diploma. The total has decreased by two states from the 2004 report. The total number of credits required ranges from 20 to 24 (core subjects plus electives).

High School Exit Examinations

Table 13

Twenty-four states reported policies requiring students to take and pass an achievement test in order to qualify for high school graduation, while two states reported current work on developing the exam. Table 13 identifies the states with a required graduating exam, the name of the exam, exam type, and effective date.

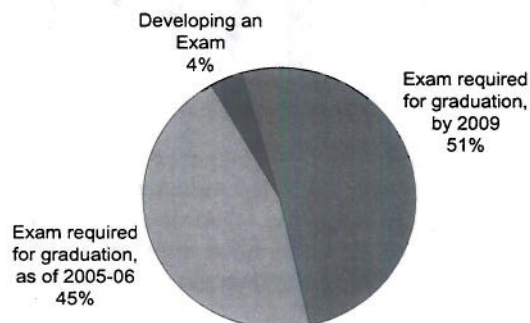


Table 8

State Credit Requirements for High School Graduation, Core Academic Subjects — 2006

State	Math	English	Arts	Social Studies	Science	Total
Alabama	4	4	0.5	4	4	24
Alaska	2	4		3	2	21
Arizona	2	4	1	2.5	2	20
Arkansas	4	4	0.5	3	3	22
California	2	3	1	3	2	13
Colorado	LD	LD	LD	LD	LD	LD
Connecticut	3	4	1*	3	2	20
District of Columbia [^]						
Delaware	3	4		3	3	22
Florida	3	4	2	3	3	24 or 18*
Georgia	3	4		3	3	22
Hawaii	3	4		4	3	22
Idaho	4	9*	2	5	4	42*
Illinois	3	3		2	1	18
Indiana	4	8*		6*	6*	40*
Iowa	LD	LD	LD	1.5	LD	1.5 & LD
Kansas	3	4	1	3	3	21
Kentucky	3	4	1	3	3	22
Louisiana	3	4		3	3	23
Maine	2	4	1	2	2	16
Maryland	3	4	1	3	3	21
Massachusetts	LD	LD	LD	LD	LD	
Michigan	4	4	1	3	3	LD
Minnesota	3	4	1/LD	3.5	3	21.5
Mississippi	3	4	1	3	3	20
Missouri	2	4	1	2	2	22
Montana	2	4	1	2	2	20
Nebraska	LD	LD	LD	LD	LD	LD
Nevada	3	4	1	2	2	22.5
New Hampshire	3	4	0.5	2.5	2	20
New Jersey	3	4	1	3	3	22
New Mexico	3	4		3.5	3	23
New York	3	4	1	4	3	22
North Carolina	4	4	LD	3	3	20
North Dakota	LD	LD	LD	LD	LD	
Ohio	3	4	LD	3	3	20
Oklahoma	3	4	2	3	3	23
Oregon	2	3	1	3	2	22
Pennsylvania	LD	LD	LD	LD	LD	LD
Puerto Rico [^]						
Rhode Island	3	4	0.5	2	2	20
South Carolina	4	4		3	3	24
South Dakota	3	4	1	3	3	22
Tennessee	3	4		3	3	20
Texas	3	4	1	5	3	24
Utah	2	3	4.5	2.5	2	24
Vermont	3	4	1	3	3	20
Virginia	3	4	1	3	3	22
Washington	2	3	1	2.5	2	19
West Virginia	4	4		4	3	24
Wisconsin	2	4		3	2	21.5, local elect.
Wyoming	3	4	LD	3	3	13 plus LD
TOTAL	3-4: 34 states	3-4: 42 states	1-2: 24 states	3-4: 31 states	3-4: 28 states	20-24: 36 states

Note: [^] State did not participate in the 2006 online survey; LD= Local Decision; *Connecticut -- offers 1 in either Arts or Career/Tech Ed;

*Florida -- offers 3 programs (4-yr - 24-credit, 3-yr - 18-credit college prep, or 3-yr - 18-credit career prep); *Idaho -- Semester credits;

*Indiana -- Semester credits

Table 9

Specific Courses Required for Graduation in Mathematics and Science — 2006

State	Math Courses (credits)	Science Courses (credits)
Alabama	Algebra 1; Geometry (1 each); Other (2)	Biology (1); Physical Science (1); Other (2)
Alaska		
Arizona		
Arkansas	Algebra 1; Geometry; Algebra II	Biology; Physical Science
California	Algebra 1	Biology; Physical Science (2 each)
Colorado		
Connecticut		
DC [^]		
Delaware		
Florida	Algebra (1)	Laboratory requirement (2-3)
Georgia	Algebra; Euclidean, Algebra II; Other (1 each)	Physical Science; Life Science; Other (1 each)
Hawaii		
Idaho		Laboratory requirement (2)
Illinois	No content specified	No content specified
Indiana	Algebra (2); Algebra II, Geometry or Integ. Math I (4)	Biology (2); Chemistry, Physics or Earth/Space Science (4)
Iowa		
Kansas		Laboratory Requirement (1)
Kentucky	Algebra; Geometry; Algebra II (1 each)	
Louisiana	Algebra I or equivalent	Biology (1)
Maine		Laboratory requirement (1)
Maryland	Algebra/Data Analysis; Geometry; Other (1 each)	Earth, Life, or Physical Science (2); Biology
Massachusetts		
Michigan	Algebra; Geometry; Algebra II; Other (1 each)	Biology (1); Physics or Chemistry (1)
Minnesota		
Mississippi	Algebra (1)	Biology (1)
Missouri		
Montana		
Nebraska		
Nevada		
New Hampshire	Algebra I or equivalent	Physical Science; Biological Science
New Jersey		
New Mexico	Algebra (1); other (2)	Content Standards (2) one lab component
New York		
North Carolina	Algebra (1)	Biology; Phys. Science; Earth/Environmental Course (1 each)
North Dakota		
Ohio		Biology; Physical Science (1 each)
Oklahoma	Algebra 1 and two higher level courses (3)	Biology and two higher level courses (3)
Oregon		
Pennsylvania		
Puerto Rico [^]		
Rhode Island		Laboratory requirement (2)
South Carolina		Physical Science (1)
South Dakota	Algebra (1)	
Tennessee	Algebra; Geometry or Algebra II	Biology and one lab requirement above biology
Texas	Algebra; Algebra II, Geometry (1 each)	Biology, Chemistry, Physics; Integrated Physics (1 each)
Utah	Algebra/Applied Math 1; Geometry/Applied Math II	Earth Science; Biology; Chemistry; Physics (2 out of 4)
Vermont		
Virginia	Algebra or higher level courses (3)	Earth Science; Biology; Chemistry
Washington		
West Virginia	Algebra and higher level course	Coordinated and Thematic Science
Wisconsin		
Wyoming		
TOTALS	Specific Courses: 21 states	Specific Courses: 25 states

Note: [^] State did not participate in the 2006 online survey

Table 10

Specific Courses Required for Graduation in Social Studies and Other Subjects — 2006

State	Social Studies	English/Language Arts/Communications	Technology/Life Skills
Alabama	Courses comply with COS (4)	Comply with COS (4)	Computer Application (.5)
Arizona	World His./Geog.		
Arkansas	World His.; US His.; Civics/Gov.		
California	Econ.; American Gov.		
Connecticut	Civics and American Govt. (.5)		
Delaware			Computer Literacy (1); Computer Pathway (3)
Florida	World His. (1); American His. (1); American Gov. (.5); Econ. (.5)	Composition and Literature (4)	
Georgia	US His. (1); World His. (1); Gov. (.5); Econ. (.5)	American Lit./Composition (1)	
Idaho		Speech or Debate (1)	
Illinois		Consumer Education	
Indiana	US His. (2); US Gov. (1); Global or Consumer Econ. (1)		
Iowa	US Gov. (.5); US His. (1)		Physical Education
Kansas	World His. (1); US His. (1); KS His. and Gov. (.5); US Gov. (.5)		
Kentucky	US His., Econ., Gov., World Geog. and World Civilization	English 1 - IV (1 each)	Individual Learning Plan (4)
Louisiana	American His. (1); Civics (.5); Free Enterprise (1)	English 1 - IV (1 each)	
Maryland	US His., World His.; Gov. (1 each)		
Massachusetts	US History		
Michigan	Civics (.5); Econ. (.5); US His. and Geog. (1); World His. and Geog. (1)		
Minnesota	World His.; US His.; Gov.; Econ.; Geog. (3.5)		
Mississippi	US His.; World His.; US Gov. (1 each)		MS Studies (1); Comprehensive Health (.5); Keyboarding; Computer App
Missouri	American Gov. (.5)		
New Hampshire	US and NH His. (1); US and NH Gov./Civics (1); World His./Geog. (.5); Econ. (.5)		Information/Communication Tech. (.5)
New Jersey	US His. (2)		
New Mexico	US His.; Geog.; World His.; Gov.; Econ.; New Mexico His.	Communications Skills	
New York	US His.; Gov. (.5); Econ. (.5)		
North Carolina	US His., World His., Civics & Econ. (1 each)		
Ohio	American Gov. (.5); American His. (.5)		Electives (6)
Oklahoma	US His. (1); US Gov. (.5-1); OK His. (.5); World His. (.5-1); Geog. (.5-1); Econ.; Anthropology		
South Carolina	US Gov. (.5); Econ. (.5); US His. & Constitution (1)		
South Dakota	US His. (1); US Gov. (.5); Geometry (.5); World His. (.5); Econ. (.5)	Writing (1.5); American Lit. (.5); Speech (.5);	
Tennessee	US His. (1); Gov. (.5); Economic (.5)		Lifetime Wellness (1)
Texas	World His. Studies (1); World Geog. Studies (1); US His. Studies (1); US Gov. (.5); Econ. (.5);		Communications Applications (1)
Utah	Geog. (.5); World Civilization (.5); US His. (1); US Gov. and Citizenship (.5)	Language Arts 9 - 11 (1 each);	General Financial Literacy (.5)
Vermont	US His. and Gov. (1);		
Virginia	US and Virginia His. (1); US and Virginia Gov. (1); World His./Geog. (1)	English (4)	
Washington	US His./Gov./Current affairs (2); Washington State His. (.5)		
West Virginia	US Studies to 1900, World Studies to 1900, 20th	English Language Arts (4)	Work-based learning; Career Courses (4)
TOTAL	34 states with requirements	12 states	11 states

Note: Credit requirements are in parentheses when available; COS= Course of Study

Table 11

Credit Requirements for Graduation: Health, Physical Education, Foreign Language — 2006

State	Health	Physical Education	Foreign Language
Alabama	.5	1	—
Alaska	1 total of Health and Physical Education		—
Arizona	—	—	—
Arkansas	.5	.5	—
California	—	2	1
Colorado	—	—	—
Connecticut	—	1	—
District of Columbia [^]	—	—	—
Delaware	.5	1	—
Florida	.5 (Life Management)	1	2
Georgia	1	1	2
Hawaii	.5	1	—
Idaho	.5	Local Decision	Local Decision
Illinois	One semester	Daily PE required	Must be offered
Indiana	1	2	—
Iowa	Local Decision	Local Decision	Local Decision
Kansas	1 total of Health and Physical Education		—
Kentucky	.5	.5	Local Decision
Louisiana	.5	1.5	—
Maine	.5	1	Local Decision
Maryland	.5	.5	2
Massachusetts	—	Local Decision	—
Michigan	1 total of Health and Physical Education		—
Minnesota	—	—	—
Mississippi	.5	—	—
Missouri	—	1	—
Montana	1	PE included in Health	—
Nebraska	—	—	—
Nevada	.5	2	—
New Hampshire	0.5	1	—
New Jersey	3.75 total of Health and Physical Education		1
New Mexico	Standards must be addressed		1
New York	.5	2	1
North Carolina	1 total of Health and Physical Education		—
North Dakota	—	—	—
Ohio	.5	.5	Local Decision
Oklahoma	—	—	—
Oregon	1	1	—
Pennsylvania	—	—	—
Puerto Rico [^]	—	—	—
Rhode Island	100 min/wk total of Health and Physical Education		—
South Carolina	Health included in PE	1	1
South Dakota	.5 total of Health or Physical Education		2
Tennessee	1 total of Health and Physical Education		2
Texas	1	1.5	2 (in same language)
Utah	.5	1.5	Local Decision
Vermont	Local Decision	1.5	Local Decision
Virginia	2 total of Health and Physical Education		—
Washington	—	2	—
West Virginia	1	1	—
Wisconsin	.5	1.5	—
Wyoming	Local Decision	Local Decision	Local Decision
TOTAL	34 states	37 states	10 states

Note: [^]State did not participate in the 2006 online survey; "—" indicates state does not have a requirement in this category;
PE= Physical Education

Table 12

Advanced Diploma: Credit Requirements for High School Graduation — 2006

State	Math	English	Arts	Social Studies	Science	Foreign Language	Total
Alabama	4	4	.5	4	4	2*	24
Georgia*	4	4		3	3	2	24
Hawaii	3	4	2	4	3	2	24
Indiana*	8	8	2	6	6	6	47
Missouri	3	4	1	3	2		24
Nevada*	3	4	1	3	3		24
Ohio*	3	4	1	3	3	3	20
Oklahoma	4	4	2	4	4	2	24
South Dakota	4	4	1	3	4	2	22
Tennessee	3	4	1	2.5	3	2	20
Texas	3	4	1	4.5	3	3	24
Virginia	4	4	1	4	4	3	24
TOTAL	12 states	12 states	11 states	12 states	12 states	10 states	12 states

Note: *Additional requirements (see below for specifics):

Alabama -- 2 credits in the same foreign language required for an advanced academic endorsement; .5 credit in Computer Applications; .5 credit in Health; 1 credit Physical Education; and 3.5 credits in Elective Credits;

Georgia -- The requirements result in a College Prep Diploma and students have the option of earning a Dual (Technical and College Prep) Diploma;

Indiana -- 47 total semester credits; Academic Honors for Foreign Language; 6 credits for the advanced Academic Honors diploma;

Nevada -- 0.5 credit for Health Ed.; 0.5 credit for Use of Computers; and 2.0 of Physical Ed.;

Ohio -- 1 in business/technology; 2 additional credits in core areas; overall 3.5 on a 4.0 scale; ACT composite score ≥ 27 or an equivalent score of 1,210 on the SAT

Table 13
High School Exit Exam Requirements — 2006

State	Required	Name of Assessment	Test Type
Alabama	Yes	Alabama High School Graduation Exam, 3rd ed.	CRT
Alaska	Yes	Alaska High School Graduation Qualifying Examination	CRT
Arizona	No		
Arkansas	No		
California	Yes	California High School Exit Exam (CAHSEE)	CRT
Colorado	No		
Connecticut	No		
District of Columbia [^]			
Delaware	No		
Florida	Yes	Florida Comprehensive Assessment Test	CRT
Georgia	Yes	Georgia High School Graduation Test	CRT
Hawaii	No		
Idaho	Yes	Idaho State Achievement Test (ISAT)	CRT
Illinois	No		
Indiana	Yes	Indiana Statewide Testing for Educational Progress Plus (ISTEP+)	CRT
Iowa	No		
Kansas	No		
Kentucky	No		
Louisiana	Yes	Graduation Exit Exam	CRT
Maine	No		
Maryland	Yes	High School Assessment	CRT
Massachusetts	Yes	Massachusetts Comprehensive Assessment System	CRT
Michigan	No		
Minnesota			
Mississippi	Yes	Functional Literacy Examination	
Missouri	No		
Montana	No		
Nebraska	No		
Nevada	Yes	High School Proficiency Examination	CRT
New Hampshire	No		
New Jersey	Yes	High School Proficiency Assessment	CRT
New Mexico	Yes	NM High School Competency Exam	CRT
New York	Yes	Regents Comprehensive Examinations	CRT
North Carolina	Yes	North Carolina Competency Test	CRT
North Dakota	Yes	Terra Nova (CTB/5) and Test of Cognitive Skills	CRT
Ohio	Yes	Ohio Graduation Tests	CRT
Oklahoma	Developing		CRT
Oregon	No		
Pennsylvania	Yes	Pennsylvania System of School Assessment or Local Assessment	CRT
Puerto Rico [^]			
Rhode Island	No		
South Carolina	Yes	High School Assessment Program	CRT
South Dakota	No		
Tennessee	Yes	Gateway Examinations	CRT
Texas	Yes	Texas Assessment of Knowledge and Skills	CRT
Utah	Yes	Utah Basic Skills Competency Test	CRT
Vermont	No		
Virginia	Yes	Virginia Assessment Program	CRT
Washington	Developing	Washington Assessment of Student Learning (WASL)	CRT
West Virginia	No		
Wisconsin	No		
Wyoming	No		
TOTAL	24 states		

Note: [^]State did not participate in the 2006 online survey; CRT= Criterion-Referenced Test

State Content Standards

State Content Standards in Academic Subjects

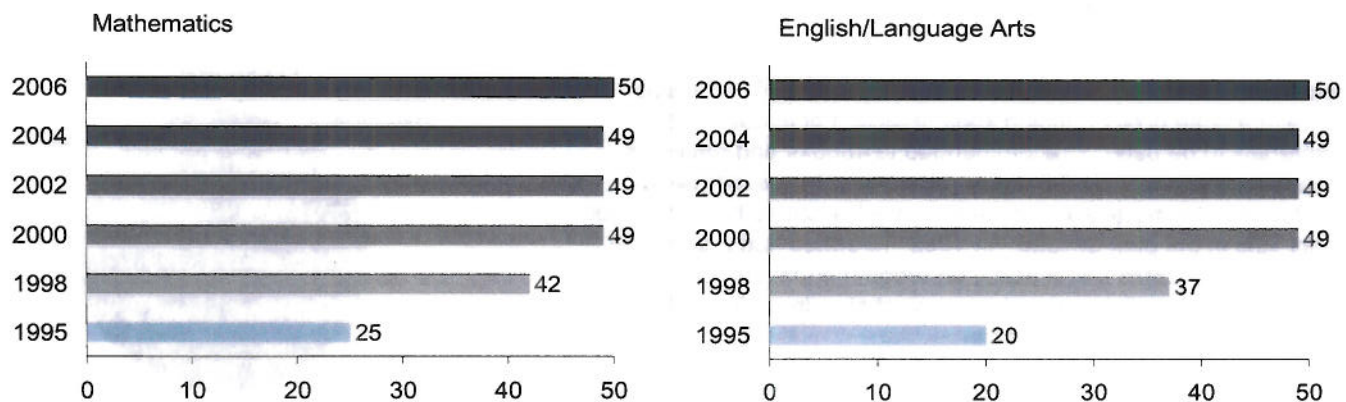
Table 14

In the 1990s, almost all states established statewide content standard documents that set out the statewide goals for what students should know and be able to do in core academic subjects in K-12 education. The standards are typically intended to provide the basis for state and local decisions on curriculum, texts, instructional materials, student assessments, teacher preparation and professional development, and other components of instruction.

As of 2006, 47 states have content standards in four course academic subjects: English/Language Arts, Mathematics, Science, and Social Studies/History. The number of states with completed content standards have increased significantly since 1995, when only 18 states had standards in all four subjects.

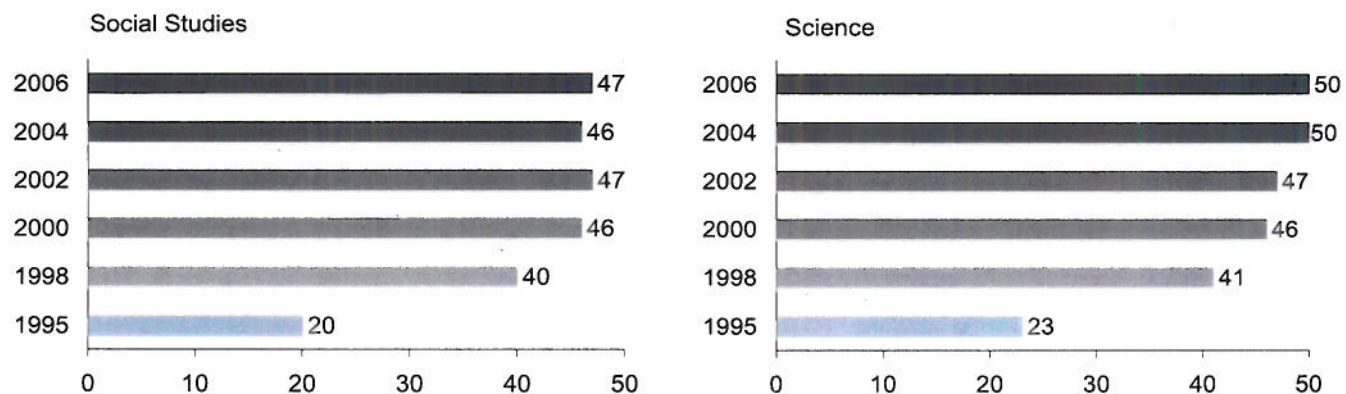
Mathematics and English/Language Arts

Both English/Language Arts and Mathematics followed a similar trend over the eleven-year period. By 1998, over two-thirds of the states had content standards in these subjects, a significant increase from the proceeding years. Currently, all 50 states have content standards in English/Language Arts and Mathematics, and currently several states are revising their standards in those subjects.



Social Studies and Science

There has been a general increase in the number of states with content standards in Social Studies and Science over the past eleven years, with the most significant increase between 1995 and 1998. Currently, 49 states have content standards in Social Studies and 50 states have content standards in Science.



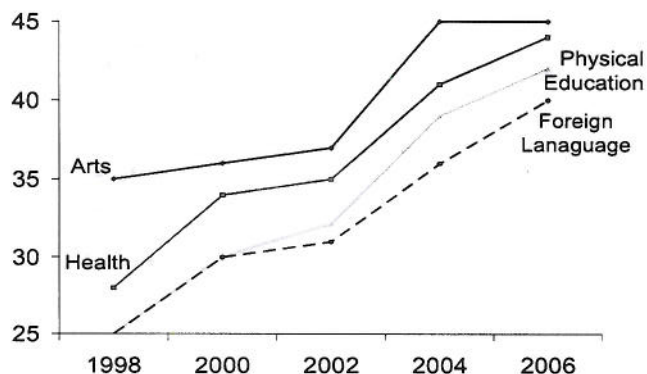
State Content Standards: Arts, Health, Physical Education, Foreign Language

Table 14

Arts, Foreign Language, and Others

The number of states with content standards in subjects other than core is on the rise. Questions concerning standards in the four areas of arts, foreign language, health and physical education were added to the Key State Policies survey in 1998. The responses show that as of 2006, most states have standards in place for these subjects, and that increases in states with standards continue to occur in these subjects.

In 2006, 45 states have content standards in the arts, 40 in foreign language, 44 in health, 42 in physical education, and over 25 in both vocational and technical education.



In 1998, no states reported content standards in either Foreign Language or Physical Education. These two subjects are the fastest growing areas for adoption of state content standards.

Policies on Textbooks and Standards

Table 15

A total of 22 states reported policies regarding textbooks and curriculum materials for classrooms, as of fall 2006. Of these, 9 have a state policy defining state selection of textbooks and materials to be used, 7 recommended textbooks and materials to the local districts, and 5 states either select or recommend textbooks and materials. Policies across the states have changed very little in the past decade. In 1992, 13 states had a selection policy, and 9 states had a policy on recommendation. All of the states with policies use state content standards for making decisions on texts and materials.

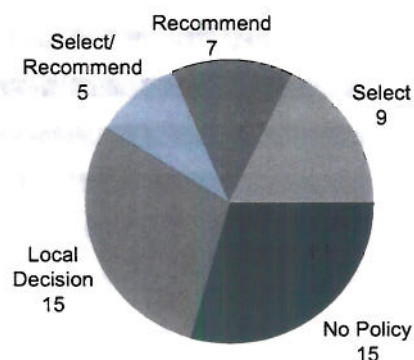


Table 14

Status of Content Standards in Academic Subjects — 2006

State	Content Standards Complete	Content Standards Under Revision	Content Standards Under Development
Alabama	ELA, S, M, SS, HE, PE, VE, TE	AR, FL	
Alaska	ELA, S, M, SS, AR, FL, HE, PE, TE		
Arizona	ELA, S, M, SS, AR, FL, HE, PE, VE, TE		
Arkansas	ELA, S, M, SS, AR, FL, HE, PE		
California	ELA, S, M, SS, AR, PE, TE		HE
Colorado	ELA, S, M, SS, AR, FL, PE		
Connecticut	ELA, S, M, FL, HE, PE, VE, TE	SS, AR	
District of Columbia [^]			
Delaware	ELA, S, M, SS, AR, FL, HE, PE, VE, TE		
Florida	S, M, SS, AR, FL, HE, PE	ELA	
Georgia	ELA, S, M, SS, AR, FL, HE, PE, VE, TE		
Hawaii	ELA, S, M, SS, AR, FL, HE, PE, VE, TE		
Idaho	ELA, S, M, SS, HE, VE, TE		
Illinois	ELA, S, M, SS, AR, FL, HE, PE, TE		
Indiana	ELA, S, M, SS, AR, FL, HE, PE		TE
Iowa	ELA, S, M		
Kansas	ELA, S, M, SS, AR, FL, HE, PE, VE, TE		
Kentucky	ELA, S, M, SS, AR, HE, PE, VE		
Louisiana	ELA, S, M, SS, AR, FL, HE, PE, VE, TE		
Maine	ELA, S, M, SS, AR, FL, HE, PE		
Maryland	ELA, S, M, SS, AR, FL, HE, PE, TE		VE
Massachusetts	ELA, S, M, SS, AR, FL, HE, VE, TE		
Michigan	ELA, S, M, FL, HE, PE, VE, TE	SS, AR	
Minnesota	ELA, S, SS, AR	M	FL, HE, PE, VE, TE
Mississippi	ELA, S, M, AR	SS, FL, HE, PE	
Missouri	ELA, S, M, SS, AR, FL, HE, PE		
Montana	ELA, S, M, SS, AR, FL, HE, PE, VE, TE		
Nebraska	ELA, S, M, SS		
Nevada	ELA, S, M, SS, AR, FL, HE, PE, VE, TE		
New Hampshire	ELA, S, M, SS, AR, FL, HE, PE, VE		
New Jersey	ELA, S, M, SS, AR, FL, HE, PE, VE, TE		
New Mexico	ELA, S, M, SS, AR, FL, HE, PE		
New York	ELA, S, M, SS, AR, FL, HE, PE, VE, TE		
North Carolina	S, SS, AR, FL, HE, PE, VE, TE	ELA, M	
North Dakota	ELA, S, M, SS, AR, FL, HE, PE		
Ohio	ELA, S, M, SS, AR, FL, VE, TE		
Oklahoma	ELA, S, M, SS, AR, FL, HE, PE, TE		
Oregon	ELA, S, SS, AR, FL, HE, PE	M	
Pennsylvania	ELA, S, M, SS, AR, HE, PE, VE, TE		
Puerto Rico [^]			
Rhode Island	ELA, S, M, SS, AR, HE		
South Carolina	ELA, S, M, SS, AR, FL, HE, PE		
South Dakota	S, M, SS, AR, FL, HE, PE	ELA, VE	TE
Tennessee	ELA, S, M, SS, AR, FL, HE, PE, VE, TE		
Texas	ELA, S, M, SS, AR, FL, HE, PE, VE, TE		
Utah	S, M, SS, AR, FL, HE, VE, TE	ELA, PE	
Vermont	ELA, S, M, SS, AR, FL, HE, PE		
Virginia	ELA, S, M, SS, AR, FL, HE, PE, VE, TE		
Washington	ELA, S, M, SS, AR, HE, PE, VE		
West Virginia	ELA, S, M, SS, AR, FL, HE, PE, VE, TE		
Wisconsin	ELA, S, M, SS, AR, FL, HE, PE, VE, TE		
Wyoming	ELA, S, M, SS, AR, FL, HE, PE, VE, TE		
TOTAL	M: 50 states, 3 under revision ELA: 50 states, 4 under revision S: 50 states		

Note: [^]State did not participate in the 2006 online survey; ELA= English/Language Arts; S= Science; M= Mathematics; SS= Social Studies; AR= Arts; FL= Foreign Language; HE= Health; PE= Physical Education; VE= Vocational Education; TE= Technology Education

Table 15
State Policies on Textbooks and Standards — 2006

State	State Policy	Use State Content Standards	Eng./Lang. Arts; Math; Sci., Soc. Stud.; Arts; For. Lang.; Health; Phys. Ed.	Grades
Alabama	Selects/Recommends	Yes	Yes	K-12
Alaska	Local Decision			
Arizona				
Arkansas	Selects	Yes	Yes	K-12
California	Recommends	Yes	Yes	K-8
Colorado	Local Decision			
Connecticut	Local Decision			
District of Columbia [^]				
Delaware				
Florida	Selects	Yes	Yes	PreK-12
Georgia	Recommends	Yes	Yes	All Grades
Hawaii	Recommends	Yes	Yes	K-12
Idaho	Recommends	Yes	Yes	K-12
Illinois	Local Decision			
Indiana	Recommends	Yes	Yes (not Phys. Ed.)	1-6, 7-12
Iowa	Local Decision			
Kansas				
Kentucky	Recommends	Yes	Yes	PreK-12
Louisiana	Selects/Recommends	Yes	Yes	K-12
Maine	Local Decision			
Maryland				
Massachusetts	Local Decision			
Michigan	Local Decision			
Minnesota	Local Decision			
Mississippi	Selects	Yes	Yes	
Missouri				
Montana				
Nebraska	Local Decision			
Nevada				
New Hampshire	Local Decision			
New Jersey*	Local Decision	Yes	Yes	
New Mexico	Selects/Recommends	Yes	Yes	K-12
New York				
North Carolina	Selects	Yes	Yes	K-12
North Dakota	Local Decision			
Ohio				
Oklahoma	Selects	Yes	Yes	K-12, 1-12
Oregon	Selects	Yes	Yes	Varies
Pennsylvania				
Puerto Rico [^]				
Rhode Island				
South Carolina	Selects	Yes	Yes	K-12
South Dakota				
Tennessee	Selects	Yes	Yes	K-12
Texas	Selects	Yes	Yes	K-12
Utah	Selects/Recommends	Yes	Yes	K-12
Vermont				
Virginia	Recommends	Yes	Yes (not Arts, Health, Phys. Ed.)	K-12
Washington	Local Decision			
West Virginia	Selects/Recommends	Yes	Yes	K-12
Wisconsin	Local Decision			
Wyoming				
TOTAL	Select: 14 Recommend: 12 Local Decision: 15	22 states	20 states in all subject areas above	

Note: [^]State did not participate in the 2006 online survey; *New Jersey -- have state standards but no policy on textbooks; K= Kindergarten

Teacher Preparation and Licensure

State Standards for Teacher Licensure

Table 16

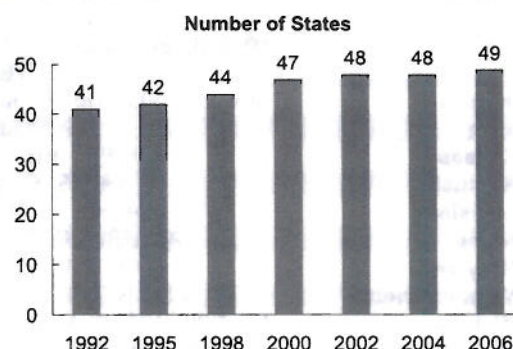
As of 2006, 49 states reported that they license or certify their teachers based on state-approved teacher standards. The state increase over the past eight years at the state policy level reveals increasing state efforts to ensure quality education through approving standards that help define content knowledge and skills needed by teachers.

Trends	Number of States				
	1998	2000	2002	2004	2006
Teacher standards in place	34	42	47	50	49
Developing standards/proposed	5	4	1	1	1

Professional Development Requirements for Teacher License Renewal

Table 17

In 2006, 49 states had a policy specifying requirements for professional development to renew teacher licenses. As the graph shows, a growing number of states have adopted professional development requirements, ranging from 41 states in 1992 to 49 states in 2006. The majority of these states require six semester credit hours of professional development, approximately every five years.



State Policies on Teacher Assessment, Subject Area Preparation, and Teacher Induction

Prior editions of the Key State Policies series of reports from CCSSO have included 50-state information in three areas that are not included in the 2006 report: (a) state policies regarding Teacher Assessment for new license, (b) state requirements for college Course Preparation in Subject Areas for elementary, middle and secondary teacher licensure, and (c) policies on Induction programs for new teachers.

For state policy information on these areas, please refer to the 2004 edition of the CCSSO report: <http://www.ccsso.org/publications/details.cfm?PublicationID=271>, or consult the database of the National Association of State Directors of Teacher Education and Certification (NASDTEC) www.nasdtec.org.

Information on state policies for teacher assessment are available through the U.S. Department of Education, State Title II Higher Education reports, www.title2.org.

Table 16
State Standards for Teacher Licensure — 2006

State	Specific Fields, by Grade Level			
	All Levels	K-3	Mid/HS	HS Only
Alabama	AR, ESL, FL, SPED,	ECE	ELA, M, S, SS	HE, VE
Alaska	Developing			
Arizona	All Fields			
Arkansas	AR, ESL, ELA, FL, M, S, SS, SPED	ESE	VE	
California	AR, ELA, HE, FL, M, S, SS, SPED, TE, VE			
Colorado	All Fields			
Connecticut	Music, AR, ESL, HE, SPED, TE	ECE	ELA, M, S, SS	FL, VE
District of Columbia [^]				
Delaware	All Fields			
Florida	AR, HE, FL, SPED	ECE	ELA, M, S, SS, VE	
Georgia	AR, ESL, FL, SPED, TE	ECE	ELA, M, S, SS, VE	HE
Hawaii	AR, ESL, HE, SPED, TE	ECE		ELA, FL, M, S, SS, VE
Idaho	AR, ESL, FL, SPED	ECE		ELA, HE, M, S, SS, VE
Illinois	AR, ESL, ECE, ELA, HE, FL, M, S, SS, SPED, TE, VE	ECE		
Indiana	AR, ESL, ELA, HE, FL, M, S, SS, SPED, TE	ECE	VE	
Iowa	All Fields			
Kansas	AR, ESL, HE, FL, SPED	ECE	ELA, M, S, SS	VE, TE
Kentucky	AR, HE, FL, SPED		ELA, M, S, SS, TE, VE	
Louisiana	AR, ELA, HE, FL, M, S, SS, SPED	ECE		TE
Maine	AR, ESL, HE, FL, SPED, TE	ECE	M, S, SS	VE
Maryland	AR, ESL, HE, SPED	ECE	ELA, M, S, SS	FL, VE, TE
Massachusetts	AR, ESL, HE, FL, M, S, SS, SPED, TE	ECE		
Michigan	AR, ESL, ECE, ELA, HE, FL, M, S, SS, SPED			
Minnesota	AR, ESL, ECE, ELA, FL, M, S, SS, SPED, TE		HE (and 4-6), VE	
Mississippi	AR, ESL, ELA, SS, SPED	ECE	M, S	FL, TE, VE
Missouri	AR, ESL, SPED, HE	ECE	ELA, FL, M, S, SS, VE	
Montana	AR, ESL, ELA, FL, M, S, SS, SPED		VE	
Nebraska	AR, ESL, FL, SPED	ECE	ELA	HE, M, S, SS, VE
Nevada	AR, ESL, SPED	ECE	ELA, HE, FL, M, S, SS, TE, VE	
New Hampshire	AR, ESL, HE, FL, SPED, TE	ECE	ELA, M, S, SS	VE
New Jersey	ELA, HE, FL, M, S, SS, SPED, TE, AR, VE	ECE		
New Mexico	AR, ESL, ELA, HE, FL, M, S, SS, SPED, TE, VE	ECE		
New York	AR, ESL, HE, SPED, TE	ECE	ELA, FL, M, S, SS	VE
North Carolina	AR, ESL, HE, FL, SPED, TE		ELA, M, S, SS, VE	
North Dakota	AR, ESL, FL, SPED, TE	ECE	ELA, HE, M, S, SS	VE
Ohio	AR, ESL, ELA, HE, FL, M, S, SS, SPED, TE	ECE		VE
Oklahoma	AR, ESL, HE, FL, SPED	ECE, ELA	ELA, M, S, SS, VE	ELA
Oregon	ESL, M, SPED	ECE	HE	
Pennsylvania	AR, ELA, HE, FL, M, S, SS, SPED	ECE, ELM	VE	
Puerto Rico [^]				
Rhode Island	All Fields			
South Carolina	AR, ELA, HE, FL, M, S, SPED	ECE	VE	
South Dakota	All Fields			
Tennessee	All Fields			
Texas	AR, ELA, HE, M, S, SS, SPED, TE	ESL,	ESL, FL (and 4-6), VE	
Utah	All Fields			
Vermont	AR, ESL, HE, FL, SPED	ECE	ELA, M, S, SS, VE	
Virginia	AR, ESL, ELA, HE, FL, M, S, SS, SPED, TE	ECE	VE	
Washington	All Fields			
West Virginia	All Fields			
Wisconsin	AR, ESL, ELA, HE, FL, M, S, SS, SPED, VE	ECE		
Wyoming	All Fields			

Note: [^] State did not participate in the 2006 online survey; AR= Arts, ECE= Early Childhood Education, ELA= English/Language Arts, ELM=Elementary, ESL= English as a Second Language, FL= Foreign Language, HE= Health, M=Math, S= Science, SS= Social Studies, SPED= Special Education, TE= Technology Education, VE= Vocational Education, Mid= Middle School, HS= High School

Table 17

Professional Development Requirements for Teacher Licensure Renewal/Recertification — 2006

State	How Often	Criteria
Alabama	Every 5 years	3 yrs educational experience and 5 CEU of PD; or 3 semester hours; or 5 CEUs and 3 semester hours; or 6 semester hours
Alaska	Every 5 years	6 semester credits, 3 in upper/graduate levels
Arizona	Every 6 years	180 hrs of PD or 12 semester hrs
Arkansas	Every 5 years	60 hrs of PD
California	Every 5 years	150 hrs
Colorado	Every 5 years	6 semester hrs or 90 PD hrs
Connecticut	Every 5 years	9 CEUs or 6 graduate credits
District of Columbia [^]		
Delaware*	Every 5 years	90 hrs
Florida	Every 5 years	6 semester hours or 120 PD units
Georgia	Every 5 years	6 semester hrs; 10 hrs approved professional learning units (PLU); successful background checks; no more than 1 unsatisfactory performance appraisal in 3-yrs
Hawaii	Every 5 years	
Idaho	Every 5 years	6 semester hrs or 3 semester hrs and 3 inservice credits
Illinois*	Every 5 years	8 semester hrs, 24 continuing ed units; 120 PD units
Indiana*	Every 5 years	Varies by license
Iowa	Every 5 years	Six credits
Kansas	Every 5 years	160 PD points including at least 80 semester hrs a BA level; 120 PD points at M.A. level
Kentucky*	Every 5 years	Varies by license
Louisiana	Every 5 years	150 Continuing Learning Units
Maine*	Every 2 to 5 years**	Varies by license
Maryland*	Every 5 years	Varies by license
Massachusetts	Every 5 years	Focus on academic studies/content knowledge. See http://www.doe.mass.edu/lawsregs/603cmr44.html
Michigan*	Every 5 years	6 semester hrs or 18 SB CEU
Minnesota	Every 5 years	125 PD hrs
Mississippi	Every 5 years	10 CEUs or 5 CEUs and 3 semester hrs or 6 semester hrs
Missouri	After the first 4 years	30 hrs, 2 yrs mentoring
Montana	Every 5 years	60 units every 5 years
Nebraska	Every 5, 7, or 10 years**	PD is required for continuing employment, but is not required to renew certificate
Nevada	Every 5 to 6 years	6 semester hours for renewal period (5-6 years)
New Hampshire	Every 3 years	45 hrs plus 30 hrs per certification content area
New Jersey	None	
New Mexico	After 5 or 9 years**	Employer's recommendation for renewal; If for licensure advancement, submit a PD Dossier for review
New York	Every 5 years	175 hrs. for all professional certificate holders, approved by employing public school; reduced requirement for those not employed by public school
North Carolina	Every 5 years	15 credits every 5 years. K-8 teachers must have 3 credits in reading methods
North Dakota	Every 5 years	4 semester hours every 5 years
Ohio*	Every 5 years	Varies by year of employment
Oklahoma	Every 5 years	PD is required annually to maintain employment
Oregon	Every 3 or 5 years	125 PD units
Pennsylvania	Every 5 years	On-going PD, 180 hours
Puerto Rico [^]		
Rhode Island	Every 5 years	Completion of individual PD plan
South Carolina	Every 5 years	6 credit hrs
South Dakota	Every 1, 5 or 10 years	6 semester credits
Tennessee	Every 10 years.	see http://www.state.tn.us/education/lic/rprf.shtml
Texas	Every 5 years	150-200 hrs
Utah*	Every 3 to 7 years**	Varies by license

Table 17 con't

**Professional Development Requirements for Teacher Licensure
Renewal/Recertification — 2006**

State	How Often	Criteria
Vermont	Every 7 years	
Virginia	Every 5 years	180 PD points
Washington	Every 5 years	150 clock hours
West Virginia	Every 3 to 5 years	6 semester hrs
Wisconsin	Every 5 years	6 semester credits PD plan
Wyoming	Every 5 years	Meet 3 or 8 standards

Note: ^ State did not participate in the 2006 online survey; *Variations in criteria; ** Varies by type of license; PD= Professional Development
 Indiana -- Standard: 6 semester hrs. major, minor or professional education. Master or Professional: 90 hours Continuing Renewal Credits (CRUs) or 6 semester hours major, minor or professional education
 Kentucky -- 1st 5-yr renewal: 15 grad hrs; 2nd 5-yr renewal: Approved Master's program or approved Fifth year program (32 graduate hrs); Subseq. 5-yr renewals: 3 yrs of classroom teaching during last 5-yr or 6 sem. hours of additional graduate credit
 Maine -- Provisional: Approved Teacher Action Plan; Professional: 6 semester hours of approved study
 Maryland -- 6 credits during the first five years to move from Standard Professional Certificate (SPC) I to SPC II; Master's degree or equivalent (36) credits to move to Advanced Professional Certificate (APC); 6 additional credits for renewal of APC; 6 credits for reinstatement
 Michigan -- Prov: 10 hrs for 1st, 18 for 2nd; Prof: 6 hrs or 18 SB-CEUs
 Ohio -- 6 semester hours or 180 contact hours CEUs or equivalent activities approved by local professional development committees. Second 5 yr. renewal requires masters degree or equivalent in graduate hrs
 Utah -- Level 1: professional development directed by the local school district. Level 2: three years experience and 100 professional development points over 5 years; Level 3: 3 years experience and 100 professional development points over 7 years

School Leader/Administrator Licensure

State Standards for School Leader/Administrator Licensure

Table 18

The data indicate steady increases in use of policies to certify leaders/administrators and use standards to improve their preparation, professional development, accountability, and performance. CCSSO originally gathered data on state administrator licensure policies in 1998, when 39 states reported having licensure policies and standards in place or under development. In 2004, 48 states reported having policies for licensing administrators, and 2 states were revising their standards.

In 2006, 49 states reported having policies for certifying or licensing school leaders/administrators, and 48 states reported having adopted administrator certification standards. In addition, 39 states have updated their administrator standards since 2000, a reflection of increased expectations and accountability of administrators for education reforms.

States increasingly use the Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders (CCSSO, 1996) as a national model for state standards. In 2004, 39 states reported using the ISLLC Standards in state standards. In 2006, 43 reported using the ISLLC Standards in different ways:

- Five states reported that their standards are the same as the ISLLC Standards;
- Twenty-one states reported that their standards are modified or adapted ISLLC Standards; and
- Seventeen states have determined that their standards are aligned with the ISLLC Standards.

Three states reported using National Council for Accreditation of Teacher Education (NCATE) or Education Leaders Constituent Council (ELCC) Standards and, therefore, are included here as using modified ISLLC Standards. NCATE, the National Council on Accreditation of Teacher Education, accredits administrator preparation programs using administrator preparation program standards that were developed from the ISLLC Standards by the ELCC. Some states adopted the NCATE/ELCC program standards as a policy strategy to focus on improving preparation of administrators.

Note: Web site addresses are provided on request of state agencies to locate and share specific information and resources.

Differentiated Certification Standards by Administrative Role

Table 19

State policy makers frequently ask about other aspects of certification, such as standards for different administrative roles, assessments, and other state strategies to improve administrator quality. Table 19 indicates that 31 states differentiate certification policies and standards by administrative role. Many described standards for traditionally specialized roles such as counseling, business administrators, and curriculum supervisors.

Research increasingly emphasizes the importance of effective local leadership for school and district success, particularly to meet state and federal accountability requirements. Twenty-six states reported that they have specific standards for principals or school leaders, and twenty-five reported standards specifically for district superintendents. Seven reported standards for teacher leaders, who can increase capacity in schools and districts to lead improvement in teaching and learning.

Administrator Assessments Required for Initial Certification

Table 20

In 2002, 31 states reported that they required state assessments for initial certification. In 2006, that number had increased to 33 states, with 19 states reporting that they modified or updated their assessments since 2001, which is similar to recent state activity to update state administrator standards. Seven states reported that they required a state-specific administrator test, and four reported requiring a combination of tests, including their own administrator test, basic skills tests, and/or content area tests. Wisconsin reported requiring a new portfolio-based performance assessment. The most commonly used tests, required in twenty-five states, are the Educational Testing Service Praxis I, II, and/or School Leader Licensure Assessment (SLLA), alone or in combination with other tests. Fourteen states reported requiring the SLLA, with cut scores that ranged from 148 to 165.

School Leader/Administrator Licensure

State Use of Assessment Results to Improve Administrator Performance

Table 21

As accountability pressures increase for administrators to improve school quality and student achievement, states are using administrator assessments as an important policy lever to measure and improve quality and guide individual improvement plans. Seventeen states reported using assessment results to monitor and improve the quality of preparation programs for certification. Ten states reported using assessment results to guide individual professional development or induction programs. To monitor the effects of policies on administrator performance, four states reported that they can link certification test results with measures of school and student outcomes.

State Requirements for Initial Certification of Administrators

Table 22

Preparation program completion was reported as a requirement for certification in 31 states, with varying numbers of courses and credit hours required across states. Forty-five states reported requiring a Masters Degree, which often includes certification courses. Thirty states require a teaching certificate for leader/administrator certification, and 39 require teaching experience, ranging from 2 to 7 years.

Student internships provide real-world experience and contextualize program content in preparation programs. Twenty-seven states reported that they require a supervised internship in a school or district setting as part of preparation programs, but definitions of internships and number of hours vary considerably, ranging from 100 to 800 hours. Since preparation programs provide entry-level knowledge and skills, 12 states reported that they also require mentors or coaches for the first one or two years to assist new administrators on the job.

Table 18
State Certification and Standards for Administrator Licensure — 2006

States	State Certifies Administrators	State has Adopted Certification Standards	Year Administrator Standards Most Recently Updated	Relation to ISLLC Standards (same as, modified, or aligned)	Other
Alabama www.alsde.edu	Yes	Yes	2004	Aligned	
Alaska www.eed.state.ak.us	Yes	Yes	2005		
Arizona http://www.azsos.gov/public_services/Title_07/7-02.htm#Article_6	Yes	Yes	1998	Modified	
Arkansas http://arkansased.org/rules/pdf/current/ade_161_administrator_license.pdf	Yes	Yes	2003	Modified	
California www.ctc.ca.gov	Yes	Yes	2003	Modified	
Colorado http://www.cde.state.co.us/cdeboard/download/bdregs_301-37.pdf	Yes	Yes	2003	Aligned	Administrator standards incorporate ISLLC Standards.
Connecticut	Yes	Yes		Modified	
District of Columbia^A					
Delaware www.doe.k12.de.us	Yes	Yes	2002	Modified	
Florida https://www.flrules.org/default.asp	Yes	Yes	2005	Aligned	Include all areas of ISLLC standards, but go beyond the standards in several areas.
Georgia http://www.gapsc.com	Yes	Yes	2006	Same	
Hawaii	No	Yes	2004	Aligned	Profile of An Effective School Leader (ISLLC-aligned)
Idaho www.sde.state.id.us/certification	Yes	Yes	2001	Modified	
Illinois www.isbe.net/profprep/PDFS/learnstand.htm and http://www.isbe.net/certification/requirements/administrative.htm	Yes	Yes	2004	Modified	
Indiana http://www.doe.state.in.us/dps/standards/adminindex.html	Yes	Yes	1998	Modified	
Iowa	Yes	No			Local determination.
Kansas http://www.ksde.org/LinkClick.aspx?link=Licensure%20Documents/CertHandbook%208-2006.doc&tabid=295	Yes	Yes	2003	Modified	
Kentucky http://kyepsb.net/certification/admincert.asp	Yes	Yes	1998	Same	
Louisiana http://www.louisianaschools.net/lde/tsac/home.html	Yes	Yes	2006	Modified	
Maine http://www.maine.gov/education/cert/index.html	Yes	Yes	2004	Modified	
Maryland http://www.marylandpublicschools.org	Yes	Yes	2005	Aligned	
Massachusetts http://www.doe.mass.edu/lawsregs/603cmr7.html?section=10	Yes	Yes	2003		
Michigan http://www.michigan.gov/documents/ITEMC_83909_7.pdf	No		2004	Modified	
Minnesota www.msbsa.org	Yes	Yes	1997		State-based standards; standards were not generated from ISLLC standards, but competencies are similar to ISLLC. The standards are currently going through their first full review.
Mississippi	Yes	Yes		Same	
Missouri dese.mo.gov/divteachqual/teachcert/administration.html	Yes	Yes	2005	Aligned	

Table 18 con't

State Certification and Standards for Administrator Licensure — 2006

States	State Certifies Administrators	State has Adopted Certification Standards	Year Administrator Standards Most Recently Updated	Relation to ISLLC Standards (same as, modified, or aligned)	Other
Montana www.opi.mt.gov	Yes	Yes	2002	Aligned	
Nebraska	Yes	Yes	2004	Modified	
Nevada www.doe.nv.gov/index.html	Yes	Yes	2002		Masters or better, 36 graduate semesters in school administration
New Hampshire www.state.nh.us/gencourt/rules/ed500.html	Yes	Yes	2004	Modified	
New Jersey www.nj.gov/njded/profdev/pd/leader/faq/shtml and www.nj.gov/njded/profdev/prostand	Yes	Yes	2004	Same	
New Mexico http://www.nmcpr.state.nm.us/nmac/parts/title06/06.062.0002.htm	Yes	Yes	2003	Modified	
New York www.highered.nysed.gov/tcert	Yes	Yes	2006	Aligned	
North Carolina http://www.ncpublicschools.org/humansrcs/downloads/2ncspecialtyas.pdf	Yes	Yes	2002	Aligned	
North Dakota http://www.dpi.state.nd.us	Yes	Yes	2002		Revising based on ISLLC Standards - 2007
Ohio http://esb.ode.state.oh.us	Yes	Yes	2005	Aligned	
Oklahoma www.sde.state.ok.us	Yes	Yes	1997	Aligned	
Oregon www.tspc.state.or.us	Yes	Yes	2005	Modified	Educational Leadership Constituent Council (ELCC)
Pennsylvania http://www.teaching.state.pa.us/teaching/site/default.asp	Yes	Yes	2004	Aligned	
Puerto Rico [^]					
Rhode Island	Yes				Has not adopted ISLLC Standards but administrator prep programs and courses use ISLLC standards.
South Carolina www.scteachers.org	Yes	Yes	2003	Modified	Program for Evaluating, Developing, and Assessing Principal Performance
South Dakota http://legis.state.sd.us/rules/DisplayRule.aspx?Rule=24:16:09	Yes	Yes		Aligned	
Tennessee	Yes	Yes	2006	Aligned	
Texas http://info.sos.state.tx.us/pls/pub/readtac\$ext.ViewTAC?tac_view=3&ti=19&pt=7	Yes	Yes	1999	Modified	Based on National Policy Board for Educational Administrators.
Utah www.schools.utah.gov	Yes	Yes		Modified	
Vermont www.state.vt.us/educ	Yes	Yes	2003	Aligned	
Virginia http://leg1.state.va.us/cgi-bin/legp504.exe?000+reg+8VAC20-21-580	Yes	Yes	2005	Modified	
Washington http://apps.leg.wa.gov/wac/default.aspx?cite=181-78A and http://apps.leg.wa.gov/wac/default.aspx?cite=181-79A	Yes	Yes	2004	Aligned	
West Virginia http://wvde.state.wv.us/policies/p5100.pdf	Yes	Yes	2000	Same	
Wisconsin http://dpi.wi.gov/tepd/standards.html	Yes	Yes	2004	Modified	
Wyoming	Yes	Yes	2001	Aligned	
TOTAL	49 states	48 states		Same: 5 states, Modified: 21 states, Aligned: 17 states Total = 43 states	

Note: ^ State did not participate in the 2006 online survey; ISLLC= Interstate School Leaders Licensure Consortium; websites for agency and state administrator certification information

Table 19

Differentiated Certification Standards by Administrative Role — 2006

States	Certification Standards Differentiated by Role	Separate Standards for Principals or School Leaders	Separate Standards for Teacher Leaders	Separate Standards for Superintendents	Standards for other school or district roles
Alabama	Same				
Alaska	Same				
Arizona	Same				
Arkansas	Different	Yes		Yes	Curriculum/Program Administrator
California	Different				Counseling; School Psychologists
Colorado	Same				
Connecticut	Same			Yes	Counseling; School Psychologist, Speech and Language Pathologist; School Business Administrator
District of Columbia [^]					
Delaware	Same				
Florida	Same				
Georgia	Same				
Hawaii	Different	Yes		Yes	
Idaho	Different	Yes		Yes	Special Education Director
Illinois	Different	Yes	Yes	Yes	General Administrative; Chief School Business Official
Indiana	Different	Yes		Yes	Director of Special Education
Iowa					
Kansas	Different	Yes		Yes	Program Leadership
Kentucky	Same				
Louisiana	Different	Yes	Yes	Yes	
Maine	Different	Yes			Curriculum Coordinators, Special Education Administrators, and Adult Education Administrators
Maryland	Different				Supervisors of Instruction, Assistant Principals, other supervisors
Massachusetts	Different				Supervisor/Director, Special Education Administrator, School Business Administrator
Michigan	Different	Yes			
Minnesota	Different	Yes	Yes	Yes	
Mississippi	Different				
Missouri	Different				
Montana	Different	Yes		Yes	Supervisors of special programs
Nebraska	Different	Yes		Yes	Curriculum Supervisor
Nevada	Same				
New Hampshire	Different	Yes		Yes	Business Administrator; Special Education Administrator; District Administrator; and Career Technical Directors
New Jersey	Same	Yes		Yes	Business Administrator; Director of Counseling Services; Supervisors
New Mexico	Same				School Business Officials
New York	Different	Yes		Yes	School district business leader
North Carolina	Different	Yes		Yes	Curriculum - Instructional Specialist, EC Program Administrator and CTE Program Administrator
North Dakota	Different	Yes		Yes	Counselor and Librarian
Ohio	Different	Yes		Yes	Administrative Specialist
Oklahoma	Different	Yes		Yes	
Oregon	Different	Yes		Yes	
Pennsylvania	Different	Yes		Yes	
Puerto Rico [^]					
Rhode Island	Same				
South Carolina	Different	Yes		Yes	Directors of vocational centers

School Leader/Administrator Licensure

Table 19 con't

Differentiated Certification Standards by Administrative Role — 2006

States	Certification Standards Differentiated by Role	Separate Standards for Principals or School Leaders	Separate Standards for Teacher Leaders	Separate Standards for Superintendents	Standards for other school or district roles
South Dakota	Same	Yes		Yes	
Tennessee	Different	Yes		Yes	
Texas	Different	Yes	Yes	Yes	
Utah	Same				
Vermont	Different	Yes		Yes	Adult Services Coordinator, Career and Technical Center Director, Director of Special Education, Supervisor
Virginia	Same			Yes	
Washington	Different	Yes	Yes	Yes	Program administrator (supervisor)
West Virginia	Same				
Wisconsin	Same				
Wyoming	Different	Yes	Yes	Yes	
TOTAL		26 states	7 states	25 states	

Note: ^ State did not participate in the 2006 online survey; CTE= Career and Technical Education; EC= Exceptional Children

Table 20, Part A
Administrator Assessments Required for Initial Certification — 2006

States	Modified or Updated	Web Address for administrator test information
Alabama	2005	http://www.alsde.edu/html/apttp.asp
Alaska		
Arizona	1998	www.aepa.nesinc.com
Arkansas	2002	www.ETS.org
California		
Colorado	1994	http://www.cde.state.co.us/cdeprof/Licensure_PLACE_info.htm
Connecticut		www.eastconn.org/CAT.htm
District of Columbia^		
Delaware		
Florida	2006	http://www.firn.edu/doe/sas/sasshome.htm
Georgia	1997	http://www.gapsc.com
Hawaii	2006	http://fms-web2.k12.hi.us/pderi/ptl
Idaho		www.sde.idaho.gov/certificaton
Illinois	2004	www.icts.nesinc.com
Indiana	2005	http://www.doe.state.in.us/dps/welcome.html
Iowa		
Kansas	2005	http://www.ksde.org/cert/testing.htm
Kentucky	2006	http://kyepsb.net/assessment/principaltests.asp
Louisiana	2006	http://www.louisianaschools.net/ldc/tsac/home.html
Maine		
Maryland	1998	http://www.marylandpublicschools.org
Massachusetts	2005	http://www.doe.mass.edu/lawsregs/603cmr7.html
Michigan		
Minnesota		
Mississippi		
Missouri	2006	dese.mo.gov/divteachqual/leadership/isllc/index.html
Montana		
Nebraska		
Nevada	1995	www.doe.nv.gov/index.html
New Hampshire	2004	
New Jersey	2004	www.ets.org
New Mexico*		
New York		
North Carolina	1998	www.ncpublicschools.org
North Dakota		
Ohio	1999	www.ode.state.oh.us
Oklahoma		
Oregon	1995	www.tspc.state.or.us
Pennsylvania	2005	http://www.teaching.state.pa.us/teaching/site/default.asp
Puerto Rico^		
Rhode Island		
South Carolina	1998	www.scteacheers.org and www.ETS.org
South Dakota		
Tennessee	2004	http://www.state.tn.us/education/lic
Texas	1999	www.sbec.state.tx.us
Utah		www.schools.utah.gov
Vermont	2001	www.state.vt.us/educ
Virginia	2004	http://www.doe.virginia.gov/VDOE/newvdoe/praxis.pdf
Washington		
West Virginia	1998	http://www.ets.org/praxis
Wisconsin		
Wyoming	2004	

Note: ^ State did not participate in the 2006 online survey

Table 20, Part B

Administrator Assessments Required for Initial Certification — 2006

States	Administrator Tests Required	Cut Score
Alabama	Praxis II	
Alaska		
Arizona	Arizona Educator Proficiency Assessment	240
Arkansas	Praxis - SLLA/SSA	158/152
California		
Colorado	PLACE Principal Examination	220
Connecticut	SLLA / Administrator Test / Praxis I	
District of Columbia [^]		
Delaware		
Florida	Florida Educational Leadership Exam	431/436/445*
Georgia	Praxis II	620
Hawaii	Multiple assessments	
Idaho	Praxis II	
Illinois	Applicable Content Area Tests	
Indiana	SLLA	165
Iowa	SLLA	165
Kansas	SLLA	165
Kentucky	SLLA / KY Specialty Test of Instruction & Admin Practices/Principal Internship	165/85/ Meets Stds
Louisiana	SLLA	168
Maine		
Maryland	SLLA	157
Massachusetts	MTEL Communication & Literacy Test / Perf Assessment for Initial Licensure	70/Meets Stds
Michigan		
Minnesota		
Mississippi	SLLA	154
Missouri	SLLA / SSA	164/154
Montana		
Nebraska		
Nevada	ETS Praxis II	592
New Hampshire	No test required	
New Jersey	SLLA / SSA	148/151
New Mexico [*]		
New York		
North Carolina	SLLA	155
North Dakota		
Ohio	Praxis - Educational Leadership Administrator and Supervision	610
Oklahoma		
Oregon	Praxis - Educational Leadership Administrator and Supervision	600
Pennsylvania	Praxis - Educational Leadership Administrator and Supervision	580
Puerto Rico [^]		
Rhode Island		
South Carolina	Praxis - Educational Leadership Administrator and Supervision	590
South Dakota		
Tennessee	Praxis	156
Texas	Principal Certification Exam / Superintendent Certification Exam	240 scaled
Utah		
Vermont	Praxis I	
Virginia	SLLA	165
Washington		
West Virginia	Praxis - Educational Leadership Administrator and Supervision	570
Wisconsin	Performance-based portfolio assessment	n/a
Wyoming	PLT0011	160

Note: [^]State did not participate in the 2006 online survey; *Florida -- Cut score = 431 for Subtest 1, 436 for Subtest 2, and 445 for Subtest 3;

^{*}New Mexico -- testing begins Sept 2007; SLLA= School Leaders Licensure Assessment; SSA= School Superintendent Assessment;

ETS= Educational Testing Service; MTEL= Massachusetts Tests for Educator Licensure; PLT= Principles of Learning and Testing

Table 21

State Use of Assessment Results to Improve Administrator Performance — 2006

States	Assessment results are used to monitor program quality	Results guide individual professional development or induction plans	Results can be linked to measures of school and student outcomes	Other uses
Alabama	Yes	Yes		AL: Once cut scores are set, all of the above, plus holding Universities accountable for the success of their graduates.
Alaska				
Arizona				
Arkansas	Yes	Yes	Yes	
California				GA: Assess initial knowledge base. HI: Used to focus mentoring and training activities; field experiences/internship (year long).
Colorado		Yes		
Connecticut	Yes			
District of Columbia [^]				
Delaware				
Florida		Yes		
Georgia				
Hawaii	Yes	Yes	Yes	
Idaho				
Illinois	Yes	Yes	Yes	
Indiana	Yes			PA: Evaluation of initial qualifications.
Iowa				
Kansas	Yes			
Kentucky	Yes			
Louisiana				
Maine				
Maryland	Yes			
Massachusetts				
Michigan				
Minnesota				
Mississippi				SC: The assessments are for initial certification as an administrator. Subsequent assessments are used as the foundation for principals' Individual Growth Plans. SD: Required for non-certified administrators working on a plan of assistance to become fully certified. TX: Individual accountability.
Missouri	Yes			
Montana				
Nebraska				
Nevada		Yes		
New Hampshire				
New Jersey				
New Mexico				
New York				
North Carolina	Yes			
North Dakota				WV: Will be used in 2006-07 to monitor program quality.
Ohio	Yes	Yes	Yes	
Oklahoma				
Oregon	Yes			
Pennsylvania				
Puerto Rico [^]				
Rhode Island				
South Carolina				
South Dakota				
Tennessee				
Texas	Yes			
Utah				
Vermont				
Virginia	Yes	Yes		
Washington				
West Virginia				
Wisconsin	Yes	Yes		
Wyoming				
TOTAL	17 states	10 states	4 states	

Note: [^] State did not participate in the 2006 online survey

Table 22, Part A

State Requirements for Initial Certification of Administrators — 2006

States	Preparation Program (# credit hours)	Masters Degree	Teaching Certificate	Teaching Experience (# years)	Supervised Internship (# hours)
Alabama	Yes	Yes	Yes	2 yrs	300 hrs
Alaska	Yes	Yes		3 yrs	Yes
Arizona	Yes/30 hrs	Yes		3 yrs	Not specified
Arkansas	Varies	Yes	Yes	4 yrs	≥ 160 hrs
California			Yes	3 yrs	
Colorado	Varies			3 yrs	800 hrs
Connecticut	Yes/18 hrs	Yes	Yes	5 yrs	
District of Columbia [^]					
Delaware		Yes	Yes	3 yrs	
Florida		Yes	Yes	3 yrs	
Georgia		Yes	Yes		
Hawaii	Yes/21 hrs		Yes	5 yrs	1 yr
Idaho		Yes		4 yrs	100 hrs
Illinois	Yes	Yes	Yes	2 yrs	
Indiana	Yes	Yes	Yes	2 yrs	Yes
Iowa		Yes	Yes	3 yrs	
Kansas		Yes	Yes	3 yrs	
Kentucky		Yes	Yes	3 yrs	27 hrs
Louisiana		Yes		5 yrs	Yes
Maine	Yes	Yes		3 yrs	320 hrs
Maryland	Yes	Yes		3 yrs	Yes
Massachusetts					300 hrs
Michigan					
Minnesota		Yes			
Mississippi		Yes	Yes		
Missouri	Yes/24 hrs	Yes	Yes	2 yrs	
Montana	Yes/Varies ≥ 24 hrs	Yes	Yes	3 yrs	
Nebraska		Yes	Yes	2 yrs	250 hrs
Nevada	Yes/36 hrs	Yes	Yes	3 yrs	300 hrs
New Hampshire		Yes		3 yrs	Yes
New Jersey	Yes 30 hrs plus M.A.	Yes			
New Mexico	Yes/18 hrs	Yes	Yes	7 yrs	180 hrs
New York	Yes	Yes		3 yrs	15 hrs
North Carolina	Yes/Varies	Yes			1 yr
North Dakota		Yes		3 yrs	
Ohio	Yes/Varies	Yes	Yes	2 yrs	Varies
Oklahoma	Yes	Yes	Yes	2 yrs	
Oregon	Yes/27 hrs	Yes		2 yrs	360 hrs
Pennsylvania	Yes/30 hrs				180 hrs
Puerto Rico [^]					
Rhode Island	Yes/24 hrs	Yes	Yes	3 yrs	
South Carolina	Yes/Varies	Yes	Yes	3 yrs	Varies
South Dakota	Yes	Yes	Yes	3 yrs	3-6 hrs
Tennessee		Yes	Yes		3 hrs
Texas	Yes	Yes		2 yrs	
Utah	Yes	Yes	Yes	2 yrs	450 hrs
Vermont		Yes		3-5 yrs	
Virginia	Yes/Varies	Yes	Yes	3 yrs	Varies
Washington	Yes/Varies	Yes	Yes	none specified	720 hrs
West Virginia		Yes			
Wisconsin	Yes/Varies	Yes	Yes	3 yrs	Yes
Wyoming	Yes	Yes	Yes	3 yrs	
TOTAL	31 states	44 states	30 states	39 states	28 states

Note: [^] State did not participate in the 2006 online survey

Table 22, Part B
State Requirements for Initial Certification of Administrators — 2006

States	Supervised Induction Program (# years)	Mentor or coach (# years)	Other requirements (not including tests)
Alabama			
Alaska			
Arizona			
Arkansas	1 years	1 years	
California			
Colorado	1-3 years*		
Connecticut			
District of Columbia [^]			
Delaware			
Florida			
Georgia			
Hawaii	2 years	2 years	HI: Shadowing of state superintendent; summer leadership institute; monthly workshops and seminars for two yrs; monthly support group meetings; leadership portfolio for certification.
Idaho			
Illinois	Yes	Yes	
Indiana	1 year	1 year	IN: Preparation is standards based, therefore number of credit hours will vary by institution. Number of hours for supervised internship will vary by institution.
Iowa	1 year	1 year	KS: 3.25 cumulative GPA in graduate coursework.
Kansas			
Kentucky	1 year	1 year	
Louisiana			
Maine			
Maryland			
Massachusetts	1 year	1 year	
Michigan			
Minnesota			MN: 30 additional semester credits in school administration.
Mississippi			
Missouri		2 years	
Montana			
Nebraska			
Nevada			
New Hampshire			
New Jersey			
New Mexico			
New York		Yes	
North Carolina			
North Dakota			
Ohio	2 years	2 years	
Oklahoma			
Oregon			OR: At least two years experience on a license appropriate for the assignment.
Pennsylvania			PA: Five years of certificated experience.
Puerto Rico [^]			
Rhode Island			
South Carolina			SC: Complete the Principal Induction Program before "permanently" assigned as the principal.
South Dakota			
Tennessee			
Texas		1 year	
Utah			UT: Teaching, special education, school counselor, school psychologist, or school social worker certificate.
Vermont			
Virginia			
Washington			
West Virginia		1 year	WV: Three years of management experience and completion of the Evaluation Leadership Institute.
Wisconsin	Yes		
Wyoming			WY: Determined by approved program, not hours.
TOTAL	10 states	13 states	

Note: [^] State did not participate in the 2006 online survey; *Colorado -- supervised induction program includes the mentor/coach program for 1-3 years and varies by district

Student Assessment

Growth of Student Assessment Programs

Table 23-25

CCSSO annually collects information on statewide assessment programs. This report contains the latest data available on state assessment as of its printing. English/Language Arts and Mathematics assessments are reported for the 2005-06 academic year, and state assessment in science is reported for the 2005-06 academic year. These data reveal that all states have assessment programs in one or more subjects. In the 1980s and continuing in the 1990s, more states approved policies requiring statewide student testing, and the number of subjects and grades to be assessed increased. This trend continued in the 2000s as the No Child Left Behind (NCLB) Act required more of states in this area. The years since the legislation's authorization have spurred new assessments, increases in grades tested, and changes in the types of tests.

Assessments by Subject

In 2006, all states required statewide assessments in Mathematics and Language Arts, and 47 states have assessments in place in Science (with the remaining states preparing to test in science by the NCLB-mandated 2008 year).

Trends	Number of States					
	1984	1994	1999	2001	2004	2006
Language Arts	35	44	48	49	51	51
Mathematics	34	45	48	49	51	51
Science	13	30	33	36	43	47

Type of Test

Statewide assessments are increasingly moving to standards-based assessment. Largely due to the NCLB act, criterion-referenced tests are much more prevalent than the norm-referenced test for English/Language Arts, Mathematics, and Science.

Trends	Number of Assessments		
	Language Arts*	Mathematics	Science
Criterion-Referenced	75	75	58
Norm-Referenced	11	12	8
Augmented Norm-Referenced	5	5	2

*Reading, Writing Assessment

Most states administer standardized assessments once per year in selected subjects and specific grades to all students. States assessed student knowledge and learning at a variety of different grades. The state-by-state information in the following three tables show the grades assessed and a summary of the type of test.

For further information on Statewide Student Assessment Programs, go to http://www.ccsso.org/projects/Accountability_Systems/State_Profiles.

Table 23

Statewide Student Assessment: English Language Arts, 2005-06

State	Assessment	Grades	Test Types
Alabama	Stanford Achievement Test, 10th edition	3-8	NRT
	Alabama Reading and Mathematics Test	3-8	CRT
	Alabama High School Graduation Exam	11	CRT
Alaska	Standards Based Assessments	3-10	CRT
	High School Graduation Qualifying Exam (HSGQE)	10	CRT
	TerraNova CAT/6	5,7	NRT
Arizona	Arizona Instrument to Measure Standards (AIMS)	3-8, 10	CRT
Arkansas	Benchmark Exams	3-8	CRT
	Literacy Exam	11	CRT
California	California Standard Tests (CSTs)	2-11, EOC	CRT
	California Achievement Test CAT/6	3,7	NRT
	California High School Exit Exam (CAHSEE)	10	CRT
Colorado	Colorado Student Assessment Program	3-10	CRT
Connecticut	Connecticut Mastery Test (CMT)	3-8	CRT
	Connecticut Academic Performance Test (CAPT)	10	CRT
District of Columbia	Stanford Achievement Tests, Ninth Edition (SAT-9)	1-11	NRT
Delaware	Delaware Student Testing Program	3-10	NRT, CRT
Florida	Florida Comprehensive Assessment Test	3-11	NRT
Georgia	Criterion-Referenced Competency Tests (CRCT)	1-8	CRT
	Georgia High School Graduation Tests (GHSGT)	11	CRT
	End of Course Test (EOCT)	EOC	CRT
Hawaii	Hawaii Content and Performance Standards II State Assessment	3-8, 10	Aug-NRT
Idaho	Idaho Standards Achievement Test	2-10	Aug-NRT
Illinois	Illinois Standards Achievement Test (ISAT)	3-10	CRT
	Prairie State Achievement Examination (PSAE)	11	CRT
Indiana	Indiana Statewide Testing for Educational Progress Plus (ISTEP+)	3-10	CRT
	Graduation Qualifying Exam	10	
Iowa	Iowa Tests of Basic Skills (ITBS)	K-12	NRT
Kansas	Kansas State Assessment	3-8, HS	CRT
Kentucky	Kentucky Core Content Test	4,7,10	CRT
	Terra Nova A with Inview - Augmented	3,5,6,8	Aug-NRT
	Terra Nova A with Inview	3,6,9	NRT
Louisiana	Louisiana Educational Assessment Program (LEAP)	4-8	CRT
	Integrated Louisiana Educational Assessment Program (iLEAP)	3,5,6,7,9	NRT, CRT
	Graduation Exit Examination (GEE 21)	10,11	CRT
Maine	Maine Educational Assessment (MEA)	3-8	CRT
	Scholastic Assessment Test	HS	NRT
Maryland	Maryland School Assessments (MSA)	3-8	CRT
	Maryland High School Assessment	10, EOC	CRT
Massachusetts	Massachusetts Comprehensive Assessment System (MCAS)	3-8, 10	CRT
Michigan	Michigan Educational Assessment Program (MEAP)	3-8, 11	CRT
Minnesota	Minnesota Comprehensive Assessments-Series II (MCA-II)	3-8, 10	CRT
Mississippi	Mississippi Curriculum Test	2-8	CRT
	TerraNova	6	NRT
	Subject Area Testing Program	EOC	CRT
Missouri	Missouri Assessment Program (MAP)	3-8, 11	Aug-NRT
Montana	Montana Comprehensive Assessment System (MontCAS)	3-8, 10	CRT
Nebraska	School-based Teacher-led Assessment and Reporting System (STARS)	3-8, 11	Other
Nevada	Criterion-Referenced Tests	3-8	CRT
	High School Proficiency Examination	10-12	CRT, Writing
New Hampshire	New England Common Assessment Program (NECAP)	3-8	CRT
	New Hampshire Educational Improvement Assessment Program (NHEIAP)	10	CRT
New Jersey	New Jersey Skills & Knowledge Assessment	3-7	CRT
	Grade Eight Proficiency Assessment (GEPA)	8	CRT
	High School Proficiency Assessment (HSPA)	11	CRT

Student Assessment

Table 23 con't

Statewide Student Assessment: English Language Arts, 2005-06

Student Assessment

State	Assessment	Grades	Test Types
New Mexico	New Mexico Achievement Assessment Program	3-9	CRT
	New Mexico High School Competency Examination	10	CRT
New York	English Language Arts Test	3-8	CRT
	High School Regents Exam	EOC	CRT
North Carolina	End-of-Grade Reading Comprehension	3-8	CRT
	End of Course Test	EOC	CRT
	NC Competency Test	9	CRT
	High School Comprehensive Tests	10	CRT
North Dakota	North Dakota State Assessment	3-8, 11	CRT
Ohio	Ohio Achievement Test	3-8	CRT
	Ohio Proficiency Test	9	CRT
	Ohio Graduation Test	10	CRT
Oklahoma	Oklahoma Core Curriculum Tests	3-8, EOI	CRT
Oregon	TESA Knowledge and Skills	3-8, CIM	CRT
Pennsylvania	Pennsylvania System of School Assessment (PSSA)	3-8, 11	CRT
Puerto Rico			
Rhode Island	New England Common Assessment Program (NECAP)	3-8	CRT
	New Standards Reference Exams	11	CRT
South Carolina	Palmetto Achievement Challenge Test (PACT)	3-8	CRT
	High School Assessment Program	10	CRT
	End of Course Examination Program (EOCEP)	EOC	CRT
South Dakota	Dakota Step	3-8, 11	Aug-NRT
	Dakota Assessment of Content Standards (DACS)	2-12	CRT
	Achievement Series Assessments	1-12	CRT
	Tennessee Comprehensive Assessment Program Achievement Tests	3-8	CRT
Tennessee	Tennessee Comprehensive Assessment Program Gateway Tests	EOC	CRT
	Texas Assessment of Knowledge and Skills (TAKS)	3-11	CRT
Texas			
Utah	Criterion Reference Tests	3-11	CRT
	Utah Basic Skills Competency Tests	10	CRT
Vermont	New England Common Assessment Program (NECAP)	3-8	CRT
	New Standards Reference Exams (NSRE)	10	CRT
	Vermont Developmental Reading Assessment (VT-DRA)	2	Performance
Virginia	Standards of Learning Assessments	3-8, EOC	CRT
Washington	Washington Assessment of Student Learning (WASL)	3-8, 10	CRT
Wisconsin	Wisconsin Knowledge & Concepts Examinations (WKCE)	3-8, 10	CRT
West Virginia	West Virginia Educational Standards Tests (WESTEST)	3-8, 10	CRT
	Writing Assessment	4, 7, 10	CRT
Wyoming	Proficiency Assessments for Wyoming Students (PAWS)	3-8, 11	CRT

Note: NRT= Norm-referenced test; CRT= Criterion-referenced test; Aug-NRT= Augmented Norm-referenced test; EOC= End of Course; EOI= End of Instruction; CIM= Certificate of Mastery

Table 24

Statewide Student Assessment: Mathematics, 2005-06

State	Assessment	Grades	Test Types
Alabama	Stanford Achievement Test, 10th edition	3-8	NRT
	Alabama Reading and Mathematics Test	3-8	CRT
	Alabama High School Graduation Exam	11	CRT
Alaska	Standards Based Assessments	3-10	CRT
	High School Graduation Qualifying Exam (HSGQE)	10	CRT
	TerraNova CAT/6	5,7	NRT
Arizona	Arizona Instrument to Measure Standards (AIMS)	3-8,10	CRT
Arkansas	Benchmark Exams	3-8	CRT
	End of Course Exams	HS EOC	CRT
California	California Standard Tests (CSTs)	2-11	CRT
	California Achievement Test CAT/6	3,7	NRT
	California High School Exit Exam (CAHSEE)	10	CRT
Colorado	Colorado Student Assessment Program	3-10	CRT
Connecticut	Connecticut Mastery Test (CMT)	3-8	CRT
	Connecticut Academic Performance Test (CAPT)	10	CRT
District of Columbia	Stanford Achievement Test, 9th edition	1-11	NRT
Delaware	Delaware Student Testing Program	2-10	NRT, CRT
Florida	Florida Comprehensive Assessment Test	3-11	NRT, CRT
Georgia	Criterion-Referenced Competency Tests (CRCT)	1-8	CRT
	Georgia High School Graduation Tests (GHS GT)	11	CRT
	End of Course Test (EOCT)	EOC	CRT
Hawaii	Hawaii Content and Performance Standards (HCPS) II (SAT-9 based)	3-8, 10	Aug-NRT
Idaho	Idaho State Achievement Test (ISAT)	2-10	Aug-NRT
Illinois	Illinois Standards Achievement Test (ISAT)	3-8	CRT
	Prairie State Achievement Examination (PSAE)	11	CRT
Indiana	Indiana Statewide Testing for Educational Progress Plus (ISTEP+)	3-10	CRT
	Graduation Qualifying Exam	10	
Iowa	Iowa Tests of Basic Skills (ITBS)	K-12	NRT
Kansas	Kansas State Assessment	3-8, 11	CRT
Kentucky	Kentucky Core Content Test	5,8,11	CRT
	Terra Nova A with Inview - Augmented	3,4,6,7	Aug-NRT
	Terra Nova A with Inview	3,6,9	NRT
Louisiana	Louisiana Educational Assessment Program	4-8	CRT
	Integrated Louisiana Educational Assessment Program (iLEAP)	3,5,6,7,9	NRT, CRT
	Graduation Exit Examination (GEE 21)	10,11	CRT
Maine	Maine Educational Assessment (MEA)	3-8	CRT
	Scholastic Assessment Test	HS	NRT
Maryland	Maryland School Assessments (MSA)	3-8	CRT
	Maryland High School Assessment	10, EOC	CRT
Massachusetts	Massachusetts Comprehensive Assessment System (MCAS)	3-8, 10	CRT
Michigan	Michigan Educational Assessment Program (MEAP)	3-8, 11	CRT
Minnesota	Minnesota Comprehensive Assessments-Series II (MCA-II)	3-8, 11	CRT
Missouri	Missouri Assessment Program (MAP)	3-8, 10	Aug-NRT
Mississippi	Mississippi Curriculum Test	2-8	CRT
	TerraNova CTBS/5	6	NRT
	Subject Area Testing Program (SATP)	HS EOC	CRT
Montana	Montana Comprehensive Assessment System (MontCAS)	3-8, 10	CRT
Nebraska	School-Based Teacher-Led Assessment and Reporting System (STARS)	3-8, 11	Other
Nevada	Criterion-referenced tests	3-8	CRT
	High School Proficiency Examination	10-12	CRT
New Hampshire	New England Common Assessment Program	3-8	CRT
	New Hampshire Educational Improvement Assessment Program (NHEIAP)	10	CRT
New Jersey	New Jersey Skills & Knowledge Assessment (NJ ASK)	3-7	CRT
	Grade Eight Proficiency Assessment (GEPA)	8	CRT
	High School Proficiency Assessment (HSPA)	11	CRT

Student Assessment

Table 24 con't

Statewide Student Assessment: Mathematics, 2005-06

Student Assessment

State	Assessment	Grades	Test Types
New Mexico	New Mexico Achievement Assessment Program	3-9	CRT
	New Mexico High School Competency Examination	10	CRT
New York	Mathematics Assessment Tests	3-8	CRT
	High School regents Examination	EOC	CRT
North Carolina	End-of-Grade Mathematics	3-8	CRT
	End of Course	EOC	CRT
	North Carolina Competency Test	9	CRT
	North Carolina HS Comprehensive Test	10	CRT
North Dakota	North Dakota State Assessment	3-8, 11	CRT
Ohio	Ohio Achievement Test	3-8	CRT
	Ohio Proficiency Test	9	CRT
	Ohio Graduation Test	10	CRT
Oklahoma	Oklahoma Core Curriculum Tests	3-8, HS EOC	CRT
	Stanford 9 Achievement Test	3	NRT
Oregon	TESA Knowledge and Skills Tests	3-8, CIM	CRT
Pennsylvania	Pennsylvania System of School Assessment (PSSA)	3-8, 11	CRT
Puerto Rico			
Rhode Island	New England Common Assessment Program (NECAP)	3-8	CRT
	New Standards Reference Exams	11	CRT
South Carolina	Palmetto Achievement Challenge Test (PACT)	3-8	CRT
	High School Assessment Program	10	CRT
	End of Course Examination Program (EOCEP)	EOC	CRT
South Dakota	Dakota STEP	3-8, 11	Aug-NRT
	Dakota Assessment of Content Standards (DACS)	2-12	CRT
	Achievement Series Assessments	2-12	CRT
Tennessee	Tennessee Comprehensive Assessment Program Achievement Tests	3-8	CRT
	Tennessee Comprehensive Assessment Program Gateway Tests	EOC	CRT
Texas	Texas Assessment of Knowledge and Skills (TAKS)	3-11	CRT
Utah	Utah Core Curriculum	3-11	CRT
	Utah Basic Skills Competency Tests	10	CRT
Vermont	New England Common Assessment Program (NECAP)	3-8	CRT
	New Standards Reference Exams	10	CRT
Virginia	Standards of Learning (SOL) Assessments	3-8, EOC	CRT
Washington	Washington Assessment of Student Learning (WASL)	3-8, 10	CRT
Wisconsin	Wisconsin Knowledge & Concepts Examinations (WKCE)	3-8, 10	CRT
West Virginia	West Virginia Educational Standards Tests (WESTEST)	3-8, 10	CRT
Wyoming	Proficiency Assessments for Wyoming Schools (PAWS)	3-8, 11	CRT

Note: NRT= Norm-referenced test; CRT= Criterion-referenced test; Aug-NRT= Augmented Norm-referenced test; EOC= End of Course; CIM= Certificate of Mastery; HS= High School

Table 25

Statewide Student Assessment: Science, 2005-06

State	Assessment	Grades	Test Types
Alabama	Alabama Science Assessment (under development)	5, 7 (2008)	CRT
	Stanford Achievement Test, 10th Edition	5,7	NRT
	Alabama High School Graduation Exam	11	CRT
Alaska	Science Assessment (pilot testing)	4,8,11	CRT
Arizona	Arizona Instrument to Measure Standards (AIMS)	4,8,10	CRT
		(2007-08)	
Arkansas	Under development		
California	STAR California Standard Tests	5,9,11	CRT
Colorado	Colorado Student Assessment Program	5,8,10	CRT
Connecticut	Connecticut Mastery Test (CMT)	5,8 (2008)	CRT
	Connecticut Academic Performance Test (CAPT)	10	CRT
Delaware	Delaware Student Testing Program (DSTP)	4,6,8, 11	CRT
District of Columbia	Science Standards (proposed 03/06)		
Florida	Florida Comprehensive Assessment Test	5,8,11	CRT
Georgia	Criterion Referenced Competency Test	3-8	CRT
	Georgia High School Graduation Tests	11	CRT
	End of Course Test	EOC	CRT
Hawaii	Hawaii Content and Performance Standards (HCPS) II	5,7,11	CRT
		(2007-08)	
Idaho	Science Idaho Standards Achievement Test (ISAT)	5,7,10	Aug-NRT
Illinois	Illinois Standards Achievement Test (ISAT)	3-8	CRT
	Prairie State Achievement Examination	11	CRT
Indiana	Indiana Statewide Testing for Educational Progress Plus (ISTEP+)	5, 7	CRT
Iowa	Iowa Tests of Basic Skills (ITBS)	5 (2008),	NRT
		8,11	
Kansas	Kansas State Assessment	4,7,10	CRT
		(2007-08)	
Kentucky	Kentucky Core Content Test	4, 7,11	CRT
Louisiana	Louisiana Educational Assessment Program (LEAP)	4,8	CRT
	Integrated Louisiana Educational Assessment Program (iLEAP)	3,5,6,7,9	NRT, CRT
	Graduation Exit Examination (GEE 21)	10,11	CRT
Maine	Maine Educational Assessment	4,8	CRT
Maryland	Maryland School Assessment (MSA)	3,5,8 (2008)	CRT
Massachusetts	Massachusetts Comprehensive Assessment System (MCAS)	5,8,9,10	CRT
Michigan	Michigan Educational Assessment Program (MEAP)	5,8,11	CRT
Minnesota	Minnesota Comprehensive Assessments-Series II (MCA-II)	5,8,HS	CRT
		(2008)	
Mississippi	Elementary/Middle Grades Science Assessments	5,8	CRT
	Mississippi Area Subject Testing	EOC	CRT
Missouri	Missouri Assessment Program (MAP)	3,7,10	CRT
Montana	Montana Comprehensive Assessment System (MontCAS)	4,8,11	NRT
	Montana's Criterion Referenced Test	4,8,10	NRT
		(2008)	
Nebraska	School-Based Teacher-Led Assessment and Reporting System	5,8,11	NRT
Nevada	Iowa Tests of Basic Skills	4,7	NRT
	Iowa Tests of Educational Development	10	NRT
	Criterion Referenced Tests	5,8	CRT
New Hampshire	New Hampshire Educational Improvement Assessment Program	6,10	CRT
	Tri-State Assessment End of Grade	4,8,11	
		(2007-08)	
New Jersey	New Jersey Skills & Knowledge Assessment (NJ ASK)	4	CRT
	Grade Eight Proficiency Assessment (GEPA)	8	CRT
	High School Proficiency Assessment (HSPA)	11	CRT
New Mexico	New Mexico Testing Program	3-9, 11	CRT
		(2008)	

Student Assessment

Table 25 con't

Statewide Student Assessment: Science, 2005-06

State	Assessment	Grades	Test Types
New York	Science Examination; Regents	4, 8, HS	CRT
	End of Course Test	HS	CRT
North Dakota	North Dakota State Assessment	4, 8, 11	CRT
Ohio	Ohio Achievement Test	5, 8	CRT
	Ohio Graduation Test	10	CRT
Oklahoma	Oklahoma Core Curriculum Test	5, 8, EOI	CRT
Oregon	TESA Science Knowledge and Skills Test	5, 8, CIM	CRT
Pennsylvania			
Puerto Rico			
Rhode Island	Tri-State Science Assessment (in development)	4, 8, 11 (2008)	CRT
South Carolina	End of Course Examination Program	EOC	CRT
	Palmetto Achievement Challenge Tests	3-8	CRT
South Dakota	Dakota Step	3-8, 11	Aug-NRT
	Dakota Assessment of Content Standards (DACS)	2-10	CRT
	Achievement Series Assessments	1-12	CRT
Tennessee	Tennessee Comprehensive Assessment Program Achievement Tests	3-8	CRT
	Tennessee Comprehensive Assessment Program Gateway Tests	EOC	CRT
Texas	Texas Assessment of Knowledge and Skills (TAKS)	5, 10, 11	CRT
Utah	Science Core Criterion Reference Tests	4-8, 11	CRT
Vermont	Vermont - PASS	5, 9, 11	CRT
Virginia	Standards of Learning Assessment	3, 5, 8, HS	CRT
Washington	Washington Assessment of Student Learning (WASL)	5, 8, 10	CRT
West Virginia	West Virginia Educational Standards Tests (WESTEST)	3-8, 10	CRT
Wisconsin	Wisconsin Knowledge & Concepts Examinations (WKCE)	4, 8, 10	CRT
Wyoming	Proficiency Assessments for Wyoming Students (PAWS)	4, 8, 11	CRT

Note: NRT= Norm-referenced test; CRT= Criterion-referenced test; Aug-NRT= Augmented Norm-referenced test; EOC= End of Course; EOI= End of Instruction; CIM= Certificate of Mastery; HS= High School

Sources of Information

Time and Attendance Policies

CCSSO Key State Education Policies Update, 2006

Early Childhood Education

CCSSO Key State Education Policies Update, 2006, with assistance from the CCSSO Early Childhood Education Project

Graduation Requirements

CCSSO Key State Education Policies Update, 2006

CCSSO State Accountability Profiles, www.ccsso.org/projects/Accountability_Systems/State_Profiles

Content Standards

CCSSO Key State Education Policies Update, 2006

Teacher Standards

CCSSO Key State Education Policies Update, 2006, with assistance from CCSSO INTASC project

School Leader/Administrator Standards

CCSSO Key State Education Policies Update, 2006, with assistance from CCSSO School Leaders project

Student Assessment

CCSSO Research on Statewide Student Assessment Programs, 2005-06

CCSSO State Profiles for 50 States, www.ccsso.org/projects/Accountability_Systems/State_Profiles

For Further Information on State Profiles

Time and Attendance

Organisation for Economic Co-Operation and Development, *Education at a Glance: OECD Indicators - 2006 Edition*
<http://www.oecdbookshop.org/oecd/index.asp?lang=EN>

Graduation Requirements

Center on Education Policy, *State High School Exit Exams: A Challenging Year*, August 2006, <http://www.cep-dc.org/pubs/hseeAugust2006/HSEE2006FINAL.pdf>

Achieve, Inc., *Raise High School Graduation Requirements*, 2006, <http://www.achieve.org/node/332>

Content Standards

Education Week, *Quality Counts 2007: From Cradle to Career*, www.edweek.org

Teacher Standards

CCSSO, *Key State Education Policies for PK-12 Education: 2004*, <http://www.ccsso.org/publications/details.cfm?PublicationID=271>

National Association of State Directors of Teacher Education and Certification (NASDTEC), www.nasdtec.org
State Title II Higher Education reports, www.title2.org

National Center for Education Information, *Alternative Teacher Certification: A State by State Analysis*, 2006,
<http://www.ncei.com>

2006 Key State Education Policies Update Questions

Table 1

Does your state have a policy on the minimum number of days in a school year?

If yes, please provide the minimum number of days in school year.

Please provide detail if the length of the school year in days varies by grade range or level.

Does your state have a policy on the minimum number of hours in a school year?

If yes, what is the minimum number of hours in school year?

Please provide detail if the length of the school year in hours varies by grade range or level.

Does your state have any exceptions to its policy on length of school year?

If yes, please indicate the minimum hours after exceptions have been approved.

Please indicate the minimum days after exceptions have been approved.

Table 2

What is the date or range of dates on which the majority of the public schools in your state began the fall 2005 semester?

Does your state have a policy on the earliest allowable start date for school?

If yes, what is the policy on the earliest allowable start date?

Does your state have a policy on the latest allowable start date for school?

If yes, what is the policy on the latest allowable start date?

Table 3

Does your state have a policy on the length of a school day?

If yes, please describe your state's policy on the length of a school day for each of the following sets of grades.

Pre-Kindergarten; Partial-day Kindergarten; Full-day Kindergarten; Grades 1-6; Grades 7-8; Grades 9-12.

Table 4

Does your state have a policy on year-round schools?

If yes, what is your state's policy regarding year-round schools?

What is your state's definition of a year-round school?

Are there now districts in your state that run year-round schools?

If yes, how many districts have year-round schools?

Table 5

What is the policy on the kindergarten cut-off date?

Are local districts required to offer kindergarten?

If yes, are they required to offer a full- or half-day program?

Are students required to attend or enroll in kindergarten?

Table 6

What is your state's policy on the age by which children must enter school?

What is your state's policy on the age to which students remain in school?

Does your state have a policy on the age at which students may enter kindergarten?

If yes, please provide the entrance age.

Does your state have a policy on the date by which entry into kindergarten is cut-off?

Table 7

Does your state have a policy requiring all districts to offer pre-school programs, and/or provide funding for pre-school programs?

If yes, what is your state policy for pre-schools?

2006 Key State Education Policies Update Questions (con't)

Table 8

Does your state have a policy on the number of credits (Carnegie units) required for a standard diploma in math, English, arts, social studies or science, or a policy on the total number of credits required for a diploma?
If yes, please indicate credit requirements.

Table 9

Does your state have a policy on math or science courses required for graduation?
If yes, does your state require completion of any specific math courses?
If yes, what specific math courses are required?
Does your state require completion of any specific science course?
If yes, what specific science courses are required?

Table 10

Are there any other specific courses required in the other subject areas?
If yes, what is/are the subject area(s), course(s) and associated credit requirement(s)?

Table 11

Does your state have credit (Carnegie unit) requirements in the areas of health, physical education, or foreign language for high school graduation?
If yes, what are the requirements? (Health, Physical Education, Foreign Language)

Table 12

Does your state have a policy on the number of credits required for an advanced diploma?
If yes, indicate the graduation requirements (by subject and total credits) for advanced diploma.
What is the maximum number of years a student may take to fulfill requirements for a standard diploma and be considered a graduate (i.e., counted in the graduation rate)?

Table 13

Does your state have a required exit examination for receipt of a high school diploma?
If yes, please provide the name of the assessment(s), and describe the test type(s) and the high school student accountability.
Does your state have any other requirements for graduation? (e.g., voluntary service hours)?
If yes, please state the requirements.

Table 14

As of the 2003-04 school year, what is the status of the K-12 content standards for student learning in your state?

Table 15

Does your state have a policy by which the state selects or recommends textbooks and/or curriculum materials?
If yes, does your state use state content standards to select or recommend textbooks and/or curriculum materials?

Council of Chief State School Officers
One Massachusetts Avenue, NW, Suite 700
Washington, DC 20001
www.ccsso.org



UNITED STATES DEPARTMENT OF EDUCATION

WASHINGTON, D.C. 20202-_____

MEMORANDUM

DATE: JAN 11 2010

TO: Charles E. Coe, Jr.
Assistant Inspector General

FROM: Daniel T. Madzelan
Delegated the Authority to Perform
the Functions and Duties of the
Assistant Secretary for
Postsecondary Education

William J. Taggart
Chief Operating Officer
Federal Student Aid

SUBJECT: Draft Management Information Report—Definition of a High School Diploma as a Condition for Receiving Federal Student Aid (Audit Control No. ED-OIG/X42K0001, V2210002)

This memorandum responds to the Office of the Inspector General's (OIG's) Draft Management Information Report (MIR) regarding the Definition of a High School Diploma as a Condition for Receiving Federal Student Aid, dated December 11, 2009. The purpose of the MIR was to provide the Office of Postsecondary Education (OPE) and the Office of Federal Student Aid (FSA) with information that we may find beneficial in improving the U.S. Department of Education (Department) regulations and guidelines for high school diplomas as a condition for receiving Federal student aid.

OIG's SUGGESTIONS

OIG suggested that the Assistant Secretary for OPE and the Chief Operating Officer for FSA consider the following actions:

Establish the definition of a high school diploma as a condition for receiving Title IV aid, limiting it to State-approved high school diplomas or diplomas from schools that meet the States' requirements for high school graduation.

In addition, OIG suggests the Chief Operating Officer for FSA consider the following:

Develop and publish guidance, similar to the guidance for postsecondary diploma mills, to aid federal aid administrators, students and families in identifying and avoiding high school diploma mills.

RESPONSE

OIG's suggestion regarding the definition of a high school diploma is under consideration at negotiated rulemaking that began in November 2009. The Department is required by law to use the negotiated rulemaking process to develop Notices of Proposed Rulemaking (NPRM) for programs authorized under Title IV of the Higher Education Act (HEA), unless the Secretary determines that to do so is unnecessary, impracticable, or contrary to the public interest. The negotiations addressing the definition of high school diplomas for the purpose of establishing institutional eligibility to participate in the Title IV programs and student eligibility to receive Title IV aid began on November 2, 2009 and are scheduled for conclusion in January 2010. At that time draft regulations will be completed, and the NPRM developed for publication and public comment.

After review and analysis of those comments, a final regulatory package will be developed and published. Until the regulatory process is complete, we are unable to provide specifics regarding regulatory changes as suggested in the MIR.

Please contact David Bergeron, Acting Deputy Assistant Secretary, Office of Postsecondary Education, Policy, Planning, and Innovation at (202) 502-7950 or at David.Bergeron@ed.gov, or Jeff Baker, Federal Student Aid at (202) 377-4009 or at Jeff.Baker@ed.gov if you have questions or wish to discuss this issue further.

Attachment

cc: Martha Kanter, Under Secretary, Office of the Under Secretary